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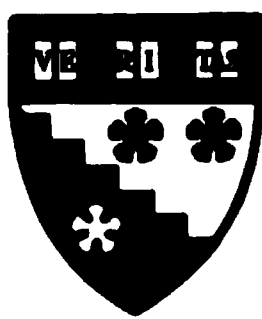
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INDIANA
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ORGAN OF THE

STATE TEACHERS' ASSOCIATION,

AND OF THE

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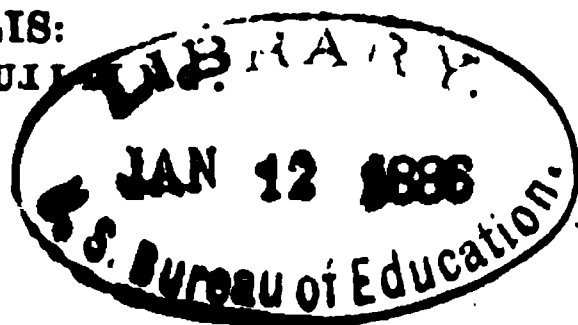
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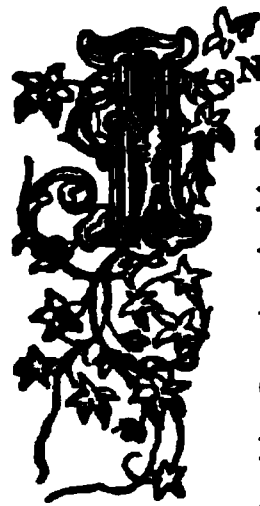
JANUARY, 1872.

No 1.

CONDUCTING RECITATIONS—I.

BY WM. F. PHELPS,

President of the Wisconsin State Normal School, at Winona.



IN no department of school work, perhaps, are the power and influence of the teacher more directly felt, either for good or evil, than in the recitation. It is here that he meets his pupils eye to eye, face to face, heart to heart. It is here where the attraction or repulsion of his personal presence and character must make their most vivid and abiding impression upon those who are committed to his charge. At the recitation all the manifold influences of the school may be said to commingle. The impulses and passions which arise out of keen competition and rivalry, whether generous or ungenerous, are here brought into active play. The reciprocal good or ill-will between the teacher and pupils, or among the pupils themselves, is likely to be intensified by the earnest encounter of the recitation room.

Is the teacher "apt to teach?" Is he an accurate, ready and thorough scholar? Has he a large heart, broad sympathies, noble impulses and a loving disposition? Or is he ignorant of his duties, ill-informed in his studies, cold-hearted and unfeeling, or passionate and severe? Behold, here, if anywhere, will his true character be revealed to observing eyes, and be carried home to susceptible hearts. A full and ready mind will always challenge the respect, a generous and kindly heart will inspire the love of pupils for their teacher:

On the other hand, ignorance, incapacity, an unfeeling dispo-

sition and a bad temper can never fail to dishearten and disgust the child, and produce a most unfavorable impression upon his character, which the flight of years will scarcely be able to obliterate.

The spirit of the school itself will ever be largely determined by the spirit which is infused into its pupils at the class encounter. The ability of the teacher to do, and to bear as well as forbear, is here brought to the decisive test, and his power to shape the characters of his precious charge will be made so manifest that each shall see and feel it either to his lasting benefit or irreparable injury.

That the recitation has its moral as well as its intellectual uses, is a truth which every teacher should lay well to heart. That it is not a mere mechanical routine, a repetition of words without import, and memorized from a text-book; but that it has definite and rational aims, to be carefully sought and earnestly pursued, is a proposition too evident to require demonstration.

In discussing the subject, therefore, I shall assume that the highest success at the recitation must pre-suppose, on the part of the teacher, a knowledge of its true theory, and the industry, tact and skill to realize it in practice.

Hence, it will be considered under the four following general heads:

- I. The Objects of the Recitations.
- II. The Preparations for the Recitation, (a) by the teacher, (b) by the pupil.
- III. The Management of the Recitation.
- IV. The Results of the Recitation.

In order clearly to elucidate these principal points, it will be advisable to examine each of them in the light of several subordinate ones.

The objects of Education being two-fold, the evolution of the faculties and the acquisition of knowledge, it is manifest that the recitation must embrace those objects, and seek earnestly to realize them; for it is one of the most efficient means by which the education of our children and youth is promoted. These objects, then, may be more specifically stated to be,

First. To develop the power of close observation, quick and accurate perception, and generally of clear and exact thought.

In early childhood the mind is in a formative state. It is largely occupied in observing the phenomena of the material world. Its perceptions are crude and indefinite.

While ever-active, it yet needs the guiding and forming hand of the skillful teacher. It must be taught how to use its faculties. It is to be lead into the right habits of activity. It is to be taught how to think, how to study, how to communicate, and how to apply that which it acquires.

As the pupil advances in years, he still demands the aid of skill and experience in shaping his modes of thought and study.

At first his training, if conducted on right principles, will be almost exclusively oral and objective. As the transition is made from this stage to that in which text-books are to play an important part, he still needs the watchful care and ingenuity of his tutor, to the end that he may not fall into superficial and mechanical habits, and accustom himself to use words without associating with them their appropriate meaning.

Now, in this work of developing and guiding, extending through all the years of pupilage, the recitation offers [to the teacher his only golden opportunity to exercise his high functions as a fashioner of mental habits. It is true, his pupils are expected to study and work by themselves, and that the efforts thus put forth are to exert a powerful influence in shaping the ultimate result. But by whom and when shall it be determined whether the labors of the child are right or wrong, well or ill directed, if not by the teacher at the recitation hour?

Let him ever bear in mind, therefore, that it is one of the leading objects of this exercise to aid in the development of the minds of his pupils, and that his efforts should always be so directed as to secure this supreme end.

Second. It is also a leading object of the recitation to cultivate the power of clear and concise expression.

The only decisive test that an idea or a subject has been fully mastered, is its clear and accurate expression.

That which is known so vaguely that it cannot be expressed in good language, is not sufficiently known for any good purpose.

"I know this thing, but cannot tell it," is a common saying; but ought to be accepted and treated as a confession of ignorance. Indeed, I think it may be safely asserted as a general proposition, that no subject has been fully mastered until it has been

brought to the test of actual communication. This, to say the least, is a just and satisfactory rule for the teacher to follow in his recitations and all other school exercises. The accurate expression of ideas should go hand in hand with their acquisition from the beginning to the end of school life. Even in the primary school the most careful attention should be given to the cultivation of language on the basis of acquired ideas. This is nature's method, and all attempts to impress language upon the child by memorizing appliances or other outward processes, must result only in partial success, if they do not end in absolute failure. Let it be remembered, then, that the cultivation of language, the expression of ideas, is one of the highest aims of the recitation, and one which every teacher, whether of children or adults, should zealously pursue. It gives to every pupil, so to speak, an accurate standard of mental admeasurement. It enables him *to know that he knows*.

It also teaches him *to know that he does not know*. In the first case, it generates a rational self-reliance; and in the other, modesty in the assertion of his pretensions. It confers the power of definiteness and exactitude in thinking, and distinguishes the man of ideas from the man of words without ideas.

In the next paper I shall endeavor to consider each of the remaining objects at which a recitation should aim.

WHAT TO TEACH.—Rev. Charles Brooks, father of the State Normal Schools in America, was asked by a teacher this question :

“What shall I teach my pupils?”

He answered — “Teach them very thoroughly these five things:”

“1. To live religiously.

“2. To think comprehensively.

“3. To reckon mathematically.

“4. To converse fluently; and,

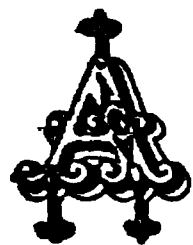
“5. To write grammatically.

“If you successfully teach them these five things, you will nobly have done your duty to your pupils, to their parents, to your country and to yourself.”

“Amen!” said the preceptor.

OBJECT TEACHING, AS A MEANS FOR ATTAINING THE BEST RESULTS IN EDUCATION.

BY N. A. CALKINS,
Superintendent of Primary Schools, New York City.



SYSTEMATIC plan for using various objects as a means for training the several senses of children in habits of ready and accurate perception, without aiming to give instruction upon any particular subject, may be called *object teaching* in an introductory stage. This is appropriate for the first term of the child's school life.

During the next stage, objects may be employed as a means of instruction in given subjects, at the same time keeping prominently in view a proper discipline of the pupil's mind. The first step with each lesson, in this second stage, is a preparation of the pupils for receiving instruction relative to the subject of the lesson. In making this preparation, the teacher should commence with something that is already familiar to the child, and which is more or less directly related to the matter of the lesson. When the teacher has ascertained what is definitely known, and what partly known, concerning the subject, she can readily proceed from the well known to the faintly known, and thence to the chief matter of the lesson. During this procedure objects may be used to enable the pupils to employ the greatest number of their senses in acquiring ideas of the subjects under consideration. Special care should be taken, also, to associate the additional knowledge acquired during each succeeding lesson with that which has been previously learned.

Again, that process of teaching which employs an object, or a given quality of one, as the subject of the lesson, and proceeds, first to develop in the minds of the pupils definite ideas relative to the subject, and to give the language necessary to properly symbolize those ideas so soon as their minds are prepared to receive it, may be called *object teaching*.

Object teaching places the knowledge of *things* before *names*, in the order of instruction. It illustrates by examples before giving rules. It also leads to a classification and association of kindred ideas and facts.

An *object lesson* may be defined as a *method of instruction* relative to a given object, the object being the *subject* of the lesson.

Object *teaching* signifies a particular *system of using objects* and of *treating subjects* in the processes of instruction. It is the *manner and purpose of using objects* and the *mode of treating subjects* which chiefly determines whether a given mode of instruction may be called object teaching.

It is a well-known fact that the mind is endowed with powers of acquiring knowledge; that this power is early manifested through the organs of sense, by means of which the elements of our knowledge of the material world are obtained. Even the consciousness which we have of our own minds and the information we possess of the mind's power becomes more complete and vivid by knowing the things around us. The amount of information which the mind may acquire, from all sources, depends, to a greater or less extent, upon the clearness of the ideas that are derived through the exercise of the senses. Knowledge thus obtained penetrates the intellect more deeply and pervades it more completely than any other, for it is the impression which nature herself makes upon the mind by direct contact. If the chief gateways of knowledge—the senses—be but partially opened, the elements of ideas must pass through them with difficulty, and often become distorted by the passage; but with these doors and windows to the mind wide open, the obstacles to learning are readily overcome, as clearness of perception leads to completeness of knowledge.

The pupil's habits of learning are chiefly formed by the process of instruction employed by the teacher. The foundation of good habits must be laid in childhood. If a child be early trained in habits of accurate observation of the various properties of whatever it sees in the common things around it, it will have a permanent guarantee for the successful acquisition of knowledge during after years.

We cannot add a new power or faculty to the mind by any process of teaching, nor change the natural mode of its development; but we can surround it with influences adapted to awaken its slumbering energies, and thus increase its power of action.

The *manner of learning*, as well as the facts acquired, develops the mind and gives it habits that influence all its subsequent attainments in knowledge. It becomes, therefore, a matter of no small moment what methods of instruction shall be employed as the means of education, since upon these must depend, to a great

extent, the habits of learning that will influence all the future career of the pupil.

The principles of object teaching require that children shall first be trained to use their several senses with facility and observe with accuracy; also, that they shall be taught to compare objects, and classify like things and facts, and to describe intelligently what they observe around them. Furthermore, in the processes of giving instruction during the early stages of education in the various objects of school study, the rudiments of each subject should be presented before books relating to those subjects are placed in their hands; and these elementary steps of instruction should prepare the way for and lead to an intelligent use of text-books.

Children generally make great progress in the use of their senses—in the development of their faculties; in learning facts from surrounding objects, and in strengthening their physical powers before they enter school; and it is the first duty of a teacher to ascertain to what extent this progress has been made, then so to employ the appropriate means as to continue the pupil's advancement in knowledge in accordance with the same laws of nature which controlled the process of learning before the child came under the influence of school. For the accomplishment of these aims suitable exercises should be provided whereby the undeveloped powers of the pupils—all their defects of hearing, seeing, speech, etc., shall be so far removed as the circumstances of the case will allow.

True object teaching takes due cognizance of these characteristics of childhood, and by systematic exercises leads the child to *use its powers for perceiving*—trains it to *know from observing*—and to *accumulate knowledge* by classifying like objects, facts and experiences, and associating them with things to which they chiefly relate.

The years of school life should be devoted chiefly to training the powers of mind and body in such *habits* of observing, thinking, doing and learning, as will lead to completely developed men and women. This important end may be attained by suitable attention to the prominent characteristics of childhood in choosing the means for the acquisition of knowledge. Such is the aim in true object teaching; and that proper attention to its plans and principles will lead to the best results in education, cannot be doubted by any one who will give the matter careful consideration.

ARITHMETIC, AND HOW TEACH IT—II.

BY PROF. E. C. HEWETT.

IN MY article in the November Number of the JOURNAL, I did little more than to find fault, and to point out things which should not be, as I believe. In this article, I will endeavor to touch the positive side, beginning at the foundation. The little learner at the first should make his acquaintance with numbers, counters in hand. Let the teacher hold before his little class, a single familiar thing, as a book. Let them tell what they see; if any one should give the answer, "one book," seize upon it, and require him to give it again, emphasizing the *one*. If no one gives this word, it may easily be drawn out, by asking, "How many?" Show several other articles in the same way, and let the answer be given similarly. Now, require the pupil to show you *one* thing, and tell you as before; do not allow the same article to be shown twice; continue thus, until it requires some thought to give a new one. Now take the word "one," analyze it phonically, write or print it upon the board, and make the figure for it. All this may require much more than a single lesson, but it should be followed up till the idea of one, and all the various symbols for it, are fully mastered. When this has been done, take a book in each hand, showing them separately, and exacting the statement of what is seen as before. Now, put the books together, and require the class to tell what they see, without using any *new* word; get this statement in full: "I see one book and one book." As before, try the experiment with several articles, and insist upon a similar statement. Now, let the pupils put together one and one of several kinds, telling you the result. When the idea is perfectly familiar, let them say, "I see *two* books," instead of what they said before. Now, let them see that they say *two* instead of "*one and one*." Let the question now be asked, "What is two?" Answer, "one and one." Help them to observe that as soon as they say *two*, they need to say *books* instead of *book*, or the sentence does not sound pleasantly. Analyze, write and represent the two as before. Now, let them *make* a great many *twos*, writing the word and the figure, many times.

In the same way, teach them to make three, and then to say: "Three is two and one." Next, take *four*, and so on up to nine.

When they come to nine and one, and you have given them the word *ten*, then proceed to teach them to regard the *tén* as a new kind of *one*, and to speak of it as *ten ones* or *one ten*. You may illustrate this, by the use of a dime and ten cents very well. Now, as to the writing of this new number; show them that you will not make a new figure, as you have done each time before, but that you will use one of the old figures. It will not be hard for them to see that, as ten is but a kind of one, it is proper to represent it by the figure, one. Show how this is done by putting the one into a new place, one remove to the left; this will bring up the necessity for a *starting point*, (call it so,) and also the necessity for something to fill the place that would be vacant between the figures and the starting point.

I have suggested these simple exercises, which may be varied and enriched by the ingenious teacher, as in my opinion, calculated to lead the child to a correct knowledge of numbers, and of the decimal system of expressing them. It would not be difficult to show that in what I have here indicated, simple as it is, lies the germ of the whole arithmetic. And this is as it should be. Arithmetic is, or ought to be, a *science*; and every science should have its first principles so presented that they may be built upon to the topmost stone. When all these things are made sufficiently familiar, the following truths may be drawn from the work, and stated in exact language. I will put the statements in the form of question and answer for the sake of clearness, but this catechism must come after the preliminary work, and as growing out of it, instead of meeting the pupil at the very doorway, as it so often does.

What is a number? One or a collection of ones of the same name. What is a figure? A character used to represent a number. What is two? One and one. What is three? Two and one, etc. How is each new number regularly made? By putting one with the preceding number? What is the law of the decimal system of ~~relation~~? When a figure is moved one place to the left, its value is ten times what it was before. What is necessary when we give figures a value according to their place? A starting point. What is the use of zero in arithmetic? To fill places that would otherwise be vacant, between the starting point and some figure.

I call the special attention of teachers to the last three ques-

*

tions and answers; they may be somewhat novel; but, simple as the language is, they express the results of long study; and I believe they are more correct, comprehensive and far-reaching, than the similar statements to be found in any arithmetic. I am as fully aware as any one that this is not a modest statement; but, if it is untrue, I will thank any critic to show me wherein. I have here purposely used the word *one* instead of *unit*, and *starting point* instead of *decimal point*. We can substitute these technical words whenever we are ready; but much is gained if Saxon words which need no translation, can be used at the beginning. There is no objection to the use of technical terms at the proper time, if the teacher is sure that they are fully understood; but I find a great gain often, even with pupils considerably advanced, in forbidding for a time any use of the most common technical words.

The work I have here indicated, if properly presented would occupy many weeks; and it can be so managed by the skillful teacher that the interest shall not flag. Of course, no wise teacher will attempt to teach beginners philosophy; but every wise teacher will teach the simplest elements philosophically; and, in such a way that to his own mind there will be a rational connection between the simplest elements and the highest developments of his science.

NORMAL, Ill., Nov. 30, 1871.

"DIVISION OF FRACTIONS, ONCE MORE."

BY PROF. H. NEWBY.

IT was not my intention to add another article to those already published upon this subject; but upon reading the November JOURNAL, it seemed to me that it would be well to call the attention of your readers to some statements made therein. The first point I would notice is the definition of "*rule*," which is given as "*A practical statement of the manner of obtaining a required result.*" Is it meant that the statement is *practical*, or that the *manner* of obtaining a result is, or should be, practical? What is a *practical statement*? I get no definite meaning from the word *practical* as thus used. An eminent and quite reliable mathematical author says that "A rule is a direction or set of

directions for performing the operations necessary to obtain a certain result." There is nothing in the definition requiring that a rule be founded upon axioms, postulates or principles. A rule is evidently not intended to be an exponent of principles. In short, it has nothing whatever to do with principles, but is simply the statement of a *practical method* for obtaining a correct result. A rule should be deduced from logical reasoning based upon a necessary truth as the premise; but the verbal expression of the rule should not necessarily embody a single step in the reasoning of which the rule is an outgrowth. In regard to the attack made upon the "inversion rule," I have no comments, further than to commend a portion of it.

I would now call attention to the first of the three rules which are given for dividing one fraction by another, viz: "*Reduce both dividend and divisor to simple fractions; then divide the numerators for the numerator of the quotient, and the denominators for the denominator of the quotient.*" I would ask by what are the numerators to be divided, and also by what are the denominators to be divided? From the example given, I *infer* that the writer means that the numerator of the dividend is to be divided by the numerator of the divisor, and the denominator of the dividend is to be divided by the denominator of the divisor.

This rule readily applies if the numerator of the dividend is a multiple of the numerator of the divisor, and if the denominator of the dividend is a multiple of the denominator of the divisor; but, as dividends and divisors are frequently found whose terms are not thus related, it follows that the rule is far from being "universal." To illustrate this point, I will take the example given under the first rule in the article to which I refer: $\frac{2}{3} \div \frac{1}{2} = \frac{4}{3}$. In this example, the rule applies by reason of the peculiar relation sustained between the respective terms of the dividend and divisor; but let us take an example in which this rela-

tion does not exist and apply the rule, as, $\frac{2}{3} \div \frac{1}{4} = \frac{2 \div 1}{3 \div 4} = \frac{2}{\frac{3}{4}}$. The re-

sult is a complex fraction (so called), the reduction of which to a simple fraction, requires precisely the same explanation as that required at first, viz: the division of one fraction by another. The third rule recommended reads as follows: "*Reduce both divisor and dividend to simple fractions, and multiply each by the L. C.*

M. of the denominators." This rule is certainly incomplete. We will take an example and "follow the rule:" $\frac{2}{3} \div \frac{2}{4}$ what quotient? The L. M. C. of the denominators is *bd*. The first fraction multiplied by *bd*, equals *ad*; and the second fraction multiplied by *bd*, equals *bc*. We have now applied the rule, and have *two products* instead of the *quotient* for which the question asks.

It is certainly true that "a *rule* should state the manner of obtaining a required result—that a rule should be applicable, and that it should be universal." The required result in division is a *quotient*, and since the third rule does not give sufficient direction for obtaining the "required result," it is not *applicable*; and since the first rule is applicable in a few *peculiar* and *chosen* instances only, it is not *universal*.

My design in writing this article has not been to prolong the discussion upon a subject which is of peculiar interest to your mathematical readers only; but to point out a few of the difficulties into which the inexperienced teacher might be led by accepting, and attempting to apply, the rules recommended by your correspondent in the November JOURNAL.

TERRE HAUTE, IND.

READING—L

BY PROFESSOR A. G. ALCOTT.

IT is manifestly true, that, while the American system of education is a marvel of wisdom itself, and challenges the admiration of the civilized world, there are deep underlying defects that must needs be corrected. It is a noteworthy fact however, that the leading educators of the land are discovering and rapidly correcting these, and the fruits of their labors are already manifest in the adoption of the method of cultivating the powers of observation, and consequent thought of the youth, of assimilating the knowledge of books by a constant correlation with the world around, and a recognition of a more natural order in the evolution and development of the growing faculties instead of the parrot-like recitation, Chinese memorizing, and text book cramming, of old time. While this is true, are we not yet under the condemnation of leaving almost entirely out of our school course those studies which most nearly concern the business of

life? If education is serviceable in furnishing better facilities for the protection and provision of one's self and family in the present social condition of society, as well as to form a more perfect life, then should it not touch all sides? Should it not be such as would "prepare for direct self-preservation, prepare for indirect self-preservation, prepare for parenthood, prepare for citizenship, and prepare for miscellaneous accomplishments?" Do the branches set down in the public school curriculum, and the manner of teaching them induce a realization of these practical needs of young men and young women? Can we say truthfully that the youth, by our present system, are educated to the full stature of manhood and womanhood? Are not superintendents requiring too much of the pupil's time upon studies which have but little practical bearing upon the business interests of life? Are not special teachers employed for those refinements of education, which if looked at in the light of utility, could be dispensed with, without loss, and much *gain* of time? It is a known fact that a large proportion of our public school pupils have not the disposition, if they had the means and time to complete a collegiate or even a high school education. Would it not be more wise then, in view of this fact, to make our education serviceable to this condition of things, rather than to things as they should be in the estimation of the schools? Would it not comport more fully with the interests of all pupils, and society at large that a smaller portion of the few years of schooling be given to studies of limited utility, mathematics for instance, when the pupil does not expect to be an astronomer, or an accountant, and needs no more of this branch than will give discipline to the mind, and enable him to transact ordinary business, or to geography and map drawing when the pupil does not expect to be a chorographer or topographer, and requires only a general knowledge of the earth and its countries, and a much greater portion of those which are full of practicability in the business concerns of life, such as the science of commerce, of agriculture, of mechanics, of philosophy, of chemistry, and those attainments so necessary in the pupil's social relation, viz—spelling, composition, rhetoric, reading? A careless attention to the urgent wants of the rising generation, will prove that such a course is demanded on every hand with potential voice. In thus urging however, to greater practicability in education, it is not to be understood that we desire

to see any of the studies now required in the school course, supplanted, or any of the refinements of education banished. Many of these are requisite to the education of the youth in the most limited course. But it is contended that they shall not receive an undue amount of time to the exclusion of other studies, equally, if not more useful. In certain cases the employment of special teachers is necessary, and should be encouraged, for giving instruction in special branches, viz, music, German, etc. For who would derogate from the worth of either, or discourage the study of them when there is leisure for both? Certainly nothing can be said, with reason, against the acquisition of music, that noblest art, to which Socrates devoted the days of his wisdom. It softens and refines the rougher nature and chastens and curbs the fiercer passions, and makes man the noble being God designed he should be. No objection can be offered to the study of that tongue which has contributed so largely to the formation and purity of the English language. But to what extent can either be utilized in the practical affairs of life? To what extent is there then, a compensation for the precious time spent in their acquisition, in the case of a large majority of pupils who cannot afford to lose or misspend one minute? At least would it not be favorable to the interests of young men and young women, for *reading* and *elocution* to share equally with these the merit of special attention? And would this not supply a lack much needed and craved by both parents and pupils.


Unquestionably Providence has conferred no powers upon man more distinguished than that of communicating thought. Without it, reason would be solitary and unavailable. It is the instrument by which man can be beneficial to man. For no man can rise to any great perfection, unassisted and alone. It is a combination of knowledge which promotes growth. And now whether we consider the influence of the reader or speaker, or the pleasure of the hearer, or whether utility be the aim, we are prompted by the highest motives, to study *how* to communicate our thoughts to the greatest advantage. The wisdom of this is evinced in the fact that not only savages are sensible of the persuasiveness of an engaging delivery and hence give much attention to it, but that civilized nations, in all time, have bestowed as great care upon this art as any cultivated among men. Without the attainment of a good delivery no man or woman can do justice to his own

conceptions, or avail himself fully of their treasures. In addition to this, the study merits higher attention on account of its intimate connection with the improvement of the intellectual powers. When we are employed, in the proper manner, in the study of composition, we are cultivating reason itself. The study, arranging and expressing of our thoughts with propriety, teaches to think, as well as speak, accurately. The taste and manners of the present day, give this study an additional importance. Improvements in every science is prosecuted with ardor. Much attention is paid to all liberal arts. The public ear has become refined, and will not bear with what is slovenly and incorrect. And every reader and speaker must aspire to merit, in expression, or incur the danger of being neglected and despised. Its importance is seen again, in the power given to discern and relish the beauties of composition, and distinguish between real merits and faults of writers. In an age when works of genius and literature are so frequently the topics of discourse, we can hardly mingle in polite society, without bearing some share in the discussion of these; and the study of reading will furnish material for these fashionable topics, and enable us to support a becoming rank in social life.

In consideration of these facts, I desire, Mr. Editor, to insert, in your excellent JOURNAL, a series of articles upon the method of teaching reading and speaking from the primary to the high school.

THE FIRST BOOK EVER PRINTED.—The first book ever printed was the Bible. It was printed at Metz between the year 1440 and 1445, by Guttenburg, the inventor of the art, and Faust, who furnished the funds. For a long time after it had been finished and offered for sale, no person, save the artists themselves, knew how it had been accomplished. The work was so astonishing and the manner of its production so mysterious that the printers were believed by the ignorant to be in league with the evil one. The Bible was in two folio volumes, and contained one thousand two hundred and eighty-two pages. *The American Newspaper Reporter* says this first edition has been justly praised for the strength and beauty of the paper, the exactness of the register and the lustre of the ink. There are eighteen copies of it now in existence.

LETTER-WRITING.

 HERE are very few people in the world who are not called upon at some time in their lives to write a letter. There are as few who attain any very great skill in this department, simple as it seems to be. When we are placed face to face with a friend with whom we desire to communicate, we find little if any difficulty in saying just what we desire to say; but to write it, "Ay, there's the rub!"

The style of a letter depends upon its character. A business letter should be clear and brief, for thus it will commend itself and the writer to the person addressed. It is said that Rothschild, the great banker, once wrote a letter to his agent on the continent, containing merely the character "?," meaning, "What is going on in the business world to-day?" to which his agent replied, "O," which being interpreted, means "Nothing."

Letters of friendship should be clear, lively and conversational in their style. Ask the friend with whom you are corresponding which he prefers, the long, prosy letter, discussing the affairs of church or of state, or the talking letter that tells everything about yourself and friends, and is a pretty good substitute for the local column in the city newspaper. If he is a man of sense, I know what his answer will be.

A person's sound judgment, good choice of language, kind feeling, all betray themselves in the letter which he writes. If he is neat, the hand-writing and general appearance of the epistle too surely tell it; and if he is awkward, careless, and slovenly, there is the same unfailing index.

The parts of a letter may be comprised under six heads:

- | | |
|----------------------|------------------------|
| 1. The date. | 4. The body. |
| 2. The address. | 5. The close. |
| 3. The introduction. | 6. The superscription. |

The date, which should consist of the name of the town where the letter is written, the name of the state, the month and day of the month, and the year, should be written on the right of the first line at the top of the first page of the sheet. To my mind, a violation of this rule is an offense against propriety. The address, which consists of the name of the person to whom you are writing, should be placed at the left of the next

Amherst

My dear Mother

John

very true as said I must

you. In an all right

mind of a very woman.

be true so much, without

pace! She cat, and do

along without quarreling

Jessy takes advantage

abuse to sleep in your

room. He shall be in

room you do not

Your loving son

William

line, while the introduction may be written on the line below the address. Great variety is exhibited in the different ways of writing these. We refer you to the model letter for a fair specimen. The address is often omitted at the beginning and placed at the close, on the right of the line, just below the signature. In letters between very intimate friends it may be omitted altogether.

Always display your good sense in the choice of a suitable introduction. Do not put on paper what you do not feel in your heart. Do not begin your letter, 'My Dearest Friend,' when you know that there are others still dearer than your correspondent.

The body of the letter should begin on the line below the introduction, and should contain *all* that you desire to say. Do not forget anything, so that you are obliged to use postscripts. A little forethought will always enable you to dispense with them. The close, which should be written in the line below that on which the body closes, must be consistent with the introduction. 'My very dear Friend,' and 'Yours respectfully,' do not harmonize well; with such an address, a better form for closing would be, 'Your friend,' or 'Your dear friend.'

After the letter is finished, do not conclude that the folding is a matter of no importance. If you are writing upon paper of the same width as the envelope you purpose using, fold the lower third of your sheet up and the lower third down; if you have been using letter paper, fold the lower half up so that the two edges are exactly even. Then fold the right third to the left and the left third to the right.

The superscription should be consistent with the address within. It should consist of the name of the person addressed, with his or her proper title written in the middle of the envelope, the name of the town, and the county, if the town is small or unimportant, and the name of the State. For the convenience of the postman, place the stamp in the upper right hand corner.

The importance of letter-writing can not be overestimated. And yet many pupils pass through primary, intermediate, high school, and commence a college course, without knowing *how to write a letter*. In view of this fact, sad as it is, would it not be wise for the teachers who read this article, and have hitherto given no thought to the subject, to consider whether it ought not to receive more attention from them? Very young children may

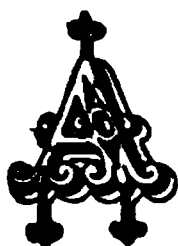
learn to write letters. They can be taught a part at a time, and the parts are so few that the whole is soon acquired. Whether a portion is given, or an entire letter, it is the plain duty of the teacher to take the feeble efforts of the child, correct and return them, cause them to be rewritten, correct again, repeating the operation until the work is exact.

The accompanying "model letter" furnishes a guide which can be safely followed. It is taken from Hadley's excellent little book, entitled "Lessons in Language," where minute directions may be found, not only in respect to letter-writing, but to the work of composition as well.

E. C. B.

TEACHING U. S. HISTORY.

BY E. H. STALEY.



PLAIN and truthful account of actual methods of doing school work is of far more value than any amount of theorizing. We hear a great many good things at teachers' institutes; but when teachers come to test the beautiful theories which had been so eloquently advanced, the consequence is a failure.

The following is a method actually and successfully employed in teaching United States History: Each member of the class is provided with a blank book, quarto size, every alternate page of which is ruled and arranged so as to exhibit a hundred spaces, one for each year in a century—hence, called a "century book," and is published by—well, the JOURNAL—has plenty of advertising space at the usual rates! Some pupils make their own blank book out of ordinary foolscap, stitched together, which, when properly ruled and spaced in imitation of the published century book, answers the purpose very well.

At the beginning of the term's work, the subject is divided into "periods," which division will not be given here because every teacher ought to be able to "get up" his own division. This primary division or analysis of the subject of U. S. History is written on the black-board and copied by the pupils into the blank or unspaced page of the century book. Then the first period is drawn out into *topics*, arranged in *chronological* as well as

logical order, mostly in the *outline* form, showing the heads and sub-heads. This is also copied in the unspaced pages of the century book, as is everything else placed upon the black-board by teacher or pupil. The pupils are now requested to procure and bring to the recitation all the information they can concerning these *topics*; it matters not whence they derive their information. Each one brings just such text-book in United States History as suits him best.

In addition to the text-book each pupil may happen to have, the school is provided with a small reference library, in which are to be found several of the more popular school histories and hand-books. This reference library is often and eagerly consulted, and some of the books, such as Harper's or Barnes'—no advertising, except, etc.—are constantly in use, so that it became necessary to procure duplicate copies of them.

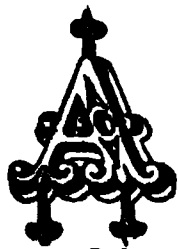
In this way the subject is pursued; the “topics” taken down one day and discussed the next. At the close of each “period” there is a review, which consists in going over the period and noting down the leading events in the *spaced* page of the century book; each event is written down in its *year book*; chronology is the principal thing aimed at in this part of the work.

The greatest freedom is allowed in recitation. Each member of the class rises and tells what he knows about some designated part of the lesson, and what he fails to tell is supplemented by some other pupil ever ready to make the correction or addition.

The *four quadrants* of history, viz: Chronology, biography, philosophy of history and geography, are kept constantly in view. If interest taken by a class is a measure of success, this method of teaching United States History is eminently successful—at least so, in the school where the method has been tested.

RECESS-TIME should be devoted to play outside the school-room—unless during stormy weather—and, as this time rightfully belongs to the pupils, they should not be deprived of it except for serious offenses; and those who are not deprived of it, should not be allowed to spend it in study; no child should ever be confined to the school-room during an entire session. The minimum of recess time should be fifteen minutes each session, and in primary schools there should be more than one recess in each session.

TEACHING COMPOSITION-WRITING.



N article on the "Art of Composition," in a recent number of your reliable journal, reminds me of an incident in the early experience, or inexperience rather, of *my* teaching in what was formerly called the "Good Old North State."

I was engaged by the year, and I aimed, therefore, to lay a good foundation by beginning low down and building surely.

In each branch of instruction I commenced, as I supposed, with the *rudiments*.

When the school had become "regulated," 'twas at the close of the first or second week, I informed all who could write that on Friday of the ensuing week, they might "hand me in" a "composition."

As the pupils seemed dutiful and willing, I was confident of a fair literary show. But my disappointment can be imagined when the Friday brought me *not a slip* even. I inquired as to the failure. "*Non possumus*," we can't.

There were some bright lads before me, and I half doubted their word. I preserved, however, a discreet silence and pondered. I had *directed* the exercise, and must not yield.

On the week succeeding, declamation was, also, a total failure. Still, my scholars were orderly, obedient and studious.

Had I begun at the rudiments of these very fine arts?

I concluded I would "bide my time," and outflank the boys.

In apology for them, I remembered when first I was ordered to "hand in a composition." I asked my nearest fellow what that was? He said I must take a "subject," and write upon it. How? Well—*e. g.*—give a description of this town. So, with the aid of his maturer years, I wrought out the brief geography. But for all that, composition was still Greek to *my* "young idea." And thus I forgave my boys.

Two or three months elapsed, that dreaded word not being once named. One day I told the scholars that we would vary the exercise in *spelling*. They might take slate and pencil, and after selecting one word in the lesson, *write one thought* suggested by the word. After I examined and corrected the slates, each one read aloud his "thought." They were all pleased. This for

one week. The second week I directed two or more thoughts to be written. The third week I varied the half hour for penmanship, with the same exercise—using the copy-books; and so on for two months. Then I gave out sheets of paper for *thought-writing*.

After another month, I remarked, that, instead of hearing the thoughts read at their seats, they might commit them to memory and recite them from the platform.

'Twas fully a year before we talked of composition. But I had my way, though long in reaching it; and I remained with these youth for four years.

I need not add that I was delighted with their improvement; and not rarely were their friends interested and edified listeners to their exercises in composition and declamation. W. C.

“I BELIEVE in colleges and academies, and select and high schools: but I would rather see all of them perish than to see the common school perish. I would fain have the common school made so strong and so good, so large and so luminous, so full of the marrow of good things, that they who dwell in the neighborhood of it, no matter how rich they may be, can not afford to send their children anywhere else. Make that which you do for common people better than that which can be done by select classes in the community for themselves. They are doing this in Massachusetts, and especially in Boston. Make such provision for the education of the commonest people, that the richest uncommon people will come suppliantly and ask for their children the privilege of participating in the advantages of the common school. Do not destroy the common school. And keep it *common*. Bring everybody to it, and let them there learn each other's brotherhood, And thus, society, beginning and passing through the common school, will form sympathetic associations which will go on unfolding themselves afterward, and which will no more be forgotten by men than the wide-spreading branches of a tree forget the roots from which all their magnificence draws sustenance.”—H. W. Beecher.

OFFICIAL DEPARTMENT.

TEACHERS' COMPENSATION DURING SESSION OF INSTITUTE.

WESTVILLE, INDIANA, Nov. 23, 1871.

State Superintendent Public Instruction :

DEAR SIR: The Board of Trustees for this incorporated town desire your opinion in regard to the compensation of teachers during the week of Teachers' Institute. In this, Laporte county, our schools were closed last week during session of Institute at city of Laporte. Shall the Board of Trustees count the week as a school week, or must the teachers lose the time and teach the full sixty days beside.

B. B. FREEMAN,
Secretary Board of Trustees.

REPLY.

DEPARTMENT PUBLIC INSTRUCTION, Dec. 3, 1871.

B. B. FREEMAN, *Secretary Board School Trustees :*

DEAR SIR:—Your favor of the 23d ult. came duly to hand. After carefully considering your question I have thought best to submit it to Governor Baker and Attorney General Hanna, whose written opinions are as follows:

STATE OF INDIANA, EXECUTIVE DEPARTMENT, }
INDIANAPOLIS, Dec: 3, 1871. }

HON. M. B. HOPKINS *Superintendent Public Instruction :*

DEAR SIR:—I have the honor to acknowledge the receipt of your communication of yesterday saying that you desire my written opinion on the following question, viz:

Is a teacher, during the term of employment, entitled to pay for time lost in attending an Institute, the school for which he was employed having been dismissed by the Board of School Trustees, as required by law? You refer me in connection with this question to the 160th and 161st sections of the School Law of March 6, 1865.

The first of these sections provides that, "when an Institute is in session, the common schools of the county, in which said Institute shall be held, shall be closed during the session of said Institute:" the other section requires every County Examiner to cause a teachers' Institute to be held at least once in each year in his county.

In the absence of any stipulation in the teachers' contract that his pay shall cease or be suspended during the session of the Institute, the pay will, in my opinion, continue to accrue during the session of the institute, just as it would have done if no Institute had been held. It is competent, how-

ever, for the parties, in anticipation of the holding of a teachers' Institute, to make it a part of the contract that the teacher shall make up the loss by teaching, at the close of the term, a number of days equal to the suspension of the school by reason of the holding of the Institute. I am aware that, in the pamphlet containing the School Law, published by your predecessor, there is a note on page 54, in which a contrary opinion is given. No authority is cited in support of this note, and, in my judgment, it is not a correct statement of the law on the subject.

Respectfully yours,

CONRAD BAKER.

STATE OF INDIANA, ATTORNEY GENERAL'S OFFICE, }
December 2d, 1871.

Under the act of March 6th, 1865, Teachers' Institutes seem to be a part of the Common School system. The County Examiner is required "to file an official statement, showing there has been held, for five days, a Teachers' Institute," etc.; and after filing of such statement, the Auditor is required "to draw warrant," etc. This is directory and arbitrary, and includes all parties affected by it. If teachers attend, (and the act contemplates they shall, since in section 160 it provides that the common schools of "the county in which the Institute shall be held, shall be closed during the session of said Institute,") it would seem to be a very severe hardship that they should be constrained to throw away five days of valuable time, for the public good, without compensation. I think they are entitled to their pay during the term of employment under such circumstances.

BAYLESS W. HANNA,

Attorney General of Indiana.

It will be seen from the above, that both the Governor and Attorney General are of the opinion that the teacher is entitled to pay for the time spent in attending an Institute, unless it is expressly stated in the contract to the contrary.

OFFICIAL VISITS.

During the months of September, October and November, I made official visits to the following counties, viz: Newton, Jasper, Miami, Porter, Shelby, Morgan, Marshall and Howard. In all I found much to admire, and some things to deplore. The Trustees are generally very safe, practical, intelligent men. All are friends of the cause of free schools, and willing to do all in their power to make them efficient. There is a very general feeling that the school terms, especially in the towns and thickly populated rural districts, should be lengthened to nine months. This they will do, I hope, next year, by the aid of the local levy provided for in act of March 9, 1867, page 56, School Law. It is due the intelligent Trustees of Howard county, to say that each of them made a levy last March to the extent of the law. May I not ask of the Trustees of the corporations of

other counties to go and do likewise next March? Fear not. The people will sustain you. They almost love to be taxed when every cent of it goes directly to the education of their own children.

By this time I have had a fair opportunity to test the workings and results of the new method of examination—by questions prepared by the State Board of Education. The plan works admirably, especially where there is an experienced, intelligent and independent Examiner to conduct examination. The standard of qualifications has been unexpectedly raised. Many that were confidently expecting license, have, surprisingly to themselves, failed. The State took a new step while they were asleep. The consequence is that in some counties, under the new *regimen*, there is a scarcity of teachers. Former teachers complain, their friends sympathize, and both blame the Examiner, while he is only carrying out instructions. The final results of this storm will be healthy. Progress can not be made without a little excitement. There are two Examiners in the above counties, whose efficiency in their department demands especial notice. I refer Rawson Vaile of Howard county, and S. P. Thompson of Jasper county. Mr. Vaile, in the midst of the storm of opposition, holds up the standard of qualification in his county. The Trustees, to a man, approve of his course, and tell him not to lower it. Mr. Thompson has not only assorted the teachers of his county, so as to secure good ones for his schools, but he has brought his county into a fine state of organization.

EDITORIAL.

HOW TO KEEP SMALL PUPILS PROFITABLY EMPLOYED.

The success of any teacher depends upon his ability to keep his pupils busy. Show me an industrious school, and I will show you an orderly school. The idle pupils make the trouble

It is not a very difficult thing to assign lessons, hear recitations, and contrive to keep busy the older pupils of a school that have learned how to study; but to keep "the little ones" profitably employed is a task so difficult that but few, comparatively, have succeeded in accomplishing it. It is a fact, sad to think of, that thousands and thousands of children are allowed, yes, *compelled*, to spend day after day, week after week, and month after month, in the school-room, in absolute idleness, excepting only the very small portion of time given to recitations. This time is worse than wasted. Habits of indolence and a distaste for books and school, are acquired, which are a permanent detriment to any child.

Teachers are responsible for all this waste of time, and yet many of them do not know how to remedy this matter. It is our object at this time to make some suggestions as to *how* these pupils may make some profitable use of their time while not reciting. I once heard a teacher tell a child that did not know a letter, to "study" the alphabet for his lesson! Only think of it; a child that did not know a letter, was to *study*! Study what? Study how? *Nonsense!* A child never *studies* in any proper sense of that term. It will work to *do* what may be assigned it, but it can not *study*.

This being true, it follows that a child needs a slate—it is *essential*. A pupil never, though he should graduate at the university, needs a slate and pencil so much as on the first day of school. A part of the *first lesson* should be to show the pupil how to form one or more letters; and when he goes to his seat, it should be his "work" to reproduce "the lesson."

The child must, at once, be taught to write; for through writing will he do most of his school work for years to come. In no other way can a teacher so soon teach children their letters. In no other way can he so successfully teach them to spell correctly. In no other way can he so readily teach them to write, or to form sentences, or to use capitals. And last but not least, in no other way can he teach them habits of industry and perseverance.

The best teachers I know never say to children, *study*. They say *write*

this letter, or these letters, so many times. They do not say, "*study* this spelling," but *write* each of these words a certain number of times. They do not say *study* this reading lesson, but *write* this paragraph, or *write* all the words in the lesson containing more than a certain number of letters, and put them into neat columns, and be able to *tell* me what the lesson is about.

They do not say *study* this lesson in numbers or arithmetic, but *copy* these examples on your slates, and *find* the answers to them. They do not say *study* this geography lesson, but *find* these places on the map, and be able to *point* toward them.

Thus, you see, that children are given something to *do*, the doing of which will keep them profitably employed while at their seats, and prepare them for the following recitation.

Teachers are only beginning to learn that this *writing* is the best preparation, and in fact the only preparation, of a lesson that very young children can make. "A word to the wise is sufficient."

TIME WASTED IN COUNTRY SCHOOLS.

I have lately visited some ungraded schools, and found in them many children that were wasting much of their time. Some were giving all their time to reading and spelling, others studied only arithmetic, and still others studied but a part of the branches pursued by most of the same class. Now, inasmuch as these persons can not advance more rapidly in the few selected branches than the other members of the class that spend half their time on other studies, it follows that much of their time is wasted.

A large boy is a very poor reader, and, therefore, does not like to read; so he is allowed to omit reading—the very thing he ought not to omit. Another "can not see any sense" in grammar, so he is allowed to omit that. A large girl has "no talent" for arithmetic, and "never expects to use it anyhow;" so she is allowed to spend her time on geography and reading and spelling, etc., etc. I do not wish to blame the teacher for all this, for in many instances the parents are the ones to blame. I have known many cases in which parents have compelled their children to spend their time in school with only half enough to do, because they were too stingy to buy them necessary books. But the earnest teacher can, in most cases, by his personal influence with the children and their parents, secure the purchase of any books that may be really needed.

As a rule, every pupil should have at least two studies besides reading and spelling. The result of the above course is that many pupils complete the arithmetic, but do not study grammar at all. Others never study geography. I have often examined such pupils for admission to graded schools, and found it utterly impossible to satisfy either them or myself in their grading.

This matter can never be fully remedied until we have County Super-

intendents; but teachers can now do a great deal towards classifying and grading, if they will but set themselves earnestly about it. Let them at least see to it that their pupils all have enough work to do.

The above remarks are suggested by the schools visited; but, undoubtedly, they apply equally well to most of our ungraded schools.

OUR CONTRIBUTIONS.

We doubt very much whether another educational paper in the land can show as good a list of contributed articles as we present in the body of the JOURNAL this month. They are certainly *practical* and of sufficient variety to suit the tastes and needs of teachers of every grade. Everybody is interested in "Conducting recitations," and only a few can do it well. Everybody is interested in Object Teaching, for *true* object teaching should be carried through all grades. Everybody *ought* to know how to teach arithmetic. Every primary teacher in the State ought not only to read, but *study*, Prof. Hewett's article.

"The Division of Fractions" comes in again; but the great number of articles we get proves the general interest manifested.

"Reading" is a subject of universal interest, and yet usually very poorly taught. The article is the first of a series. Read it.

"Teaching History is a practical article that all who teach history ought to read.

Letter-writing should be taught in every school in the country, from the Second Reader grade in the common school to the senior class in the university.

The article on Composition-writing has several good suggestions in it.

THE JOURNAL FOR 1872.

We have arranged with Professors Phelps, Hewett and Alcott to each give us several more articles on the subjects treated in this number. We have on hand articles from Prof. W. D. Henkle and Watkins, of Ohio; one from Prof. Safford of Chicago, and one from Miss Lathrop, Principal of the Cincinnati Training School. Miss Lathrop will, perhaps, furnish several articles. The article in hand is on "The Child's First Day in School."

These to begin with, together with the promise of practical articles on practical subjects by several of our leading home Teachers, enables us to assure our readers that Volume XVII of the INDIANA SCHOOL JOURNAL will be the best ever published. We shall spare no pains to make it just what Teachers need.

With these assurances we hope that the friends of the JOURNAL will renew their efforts to extend its circulation.

PERSONS not receiving their JOURNALS by the *tenth* of the month, should write for them at once. We are anxious that each subscriber should receive every number, and are glad to remail missing ones. With all our care in mailing, we are sorry to know that occasionally a number misses.

ANY person wishing us to change the addresses of his JOURNAL, will please state post-office and county *from* which it is to be changed, as well as those *to* which it is to go. If persons omit to give us their present address, and we do not happen to remember it, in order to make the change, it is necessary for us to look through our entire list of two thousand names. This we have not time to do. We are always glad to make changes when desired, but do not wish to be put to *unnecessary* trouble.

IN our November number, under the head of "Personal," we said that Dr Newland, of New Albany, acted as both Trustee and Superintendent. This furnishes a pretext for a correspondent of the *New Albany Ledger* to devote an entire column of that paper to assert that the New Albany schools are in an excellent condition, that "Dr. Newland is not and never has been Superintendent," and that Superintendents are useless ornaments that cities of the size of New Albany can not afford to support.

Notwithstanding the statements in this article, we re-assert that Dr. Newland is Superintendent of the New Albany schools. We have it from various sources which we consider entirely reliable. The writer of the article referred to says, speaking of Dr. Newland, "Living retired from business, he is enabled to give a good portion of his time to the schools, and receives for his services the nominal salary of three hundred dollars."

The argument seems to be that because he does not receive pay for his time, he is, therefore, not Superintendent.

The truth is, that Dr. Newland spends most of his time in doing for the schools of New Albany just what Superintendents do for the schools of other cities, and the fact that he is not *called* Superintendent, does not change the actual condition of the thing.

Let Dr. Newland resign, and let the New Albany School Board be composed of men that give no more attention to the schools than School Boards generally do, and the good people of New Albany would soon find that their schools *need supervision*.

The reason why city schools, as a rule, are better than country schools is, that the former have Superintendents and the latter have none. Indiana, to-day, needs nothing else, educationally, so much as county supervision of her schools.

MISCELLANY.

LAFAYETTE SCHOOLS.—Some time ago we spent a few hours in the LaFayette Schools, and made the following notes: High School building new and well arranged. High School room too small—already full. The best geological cabinet, and the most extensive set of philosophical and chemical apparatus in the State, outside of the Colleges.

School in good order. Recitation in Political Economy not well prepared. The Principal, J. W. Strasburg, seems to be doing a good work.

Miss Eldridge, Primary. Class of twenty, learning words. Fifty words on the board—children naming them—have been learning words for four weeks, but have not formed any sentences. We would suggest the propriety of forming the words into sentences as fast as learned. Would create more interest.

Miss Gordon, Primary Arithmetic. Heard class reciting Addition Table some time before reaching school house. When pupils recite in concert, they should be required to speak in an ordinary, *natural* tone of voice—never allowed to sing and recite at the same time. Order good. Individual recitations good.

Miss A. E. Stratton, Principal of central building. Recitation in Intermediate Geography best ever heard. Instead of questions and answers as arranged in the book, pupils recited from the maps *without questions*, but including the questions in their answers. Order first-class.

SCHOOL DIFFICULTY AT WEST NEWTON, MARION COUNTY.—Mr. E. Stillwell, who has charge of one of the West Newton schools, had occasion, a short time since, to punish a boy that had given him repeated trouble. During the performance the sister of the boy ran home and told the mother, who suddenly made her appearance in the school-room. She was *furious*: talked loud, made severe threats, and used language which is generally considered "unlady-like." After being repeatedly ordered out of the room by the teacher, she finally went, but renewed her assault at recess, which soon followed. She dared the teacher out into the street to fight, and another of her "young hopefuls" threw a stone through one of the windows, which hit a little girl on the head, hurting her badly. The teacher having enough of the performance, complained to the Justice of the Peace, and had the woman arrested. She was fined "five dollars and costs," and upon her refusal to pay the same, she was sent to Indianapolis to jail. The Justice afterward discovered that the law did not warrant him in sending a woman to jail for non-payment of a fine, so had her released on the follow-

ing day. The woman has now sued the teacher, the Justice, the constable and his assistant, and the Sheriff, for *five thousand dollars* damages, for false imprisonment. Able attorneys have been employed, and the case is still pending. We suggest that this woman should have, as one of her counsel, lawyer Hamilton, who lately assaulted the Superintendent of the Lebanon schools. They belong to the same kith.

We further suggest that it would be well for teachers to take warning from these two cases, and, when they have occasion to punish bad boys, to take the precaution of fastening the doors and windows, so that their little sisters shall not run home and tell their parents.

We have good reports of the Hagerstown schools. T. C. Smith and his efficient corps of teachers are, in a quiet way, doing some good work, both in and out of the school-room.

With an average attendance of five hundred and four, there were only eight cases of tardiness in the Wabash schools last month. J. J. Mills is the Superintendent.

The number of letters carried and delivered during the year ending on the 30th of June last, exceeded six hundred and forty millions, and it is estimated that the newspaper and miscellaneous mails disposed of, were ten times greater in both weight and bulk, than the letter mails.

The schools of Decatur County will average six months in length the present year, and in every township and incorporated town sufficient tax has been levied to keep the school running at least seven months next year, This is as it should be.

A new school house, nicely finished and well furnished, and only occupied since September last, was burned a short time since, at Bedford, Lawrence County. No insurance. The children lost most of their school books. The schools are now held in a temporary building. J. H. Madden, is the Superintendent.

The old students of the Academic Department of the Princeton Graded Schools, held a reunion on Thanksgiving day. It was highly interesting, as such reunions always are. It would be well could there be more of them. D. Eckley Hunter is always contriving good times.

In Miami county every teacher can determine how much he is worth per day, by simply multiplying the grade of his license by 2.25. For example: If the grade of his license is seventy-six per cent., his wages will be seventy-six multiplied by 2.25, which is one dollar and seventy-one cents per day. If the examination has been fair, and the grading correctly done, there certainly can be no more equitable way of paying teachers than this.

Persons who have qualified themselves for teaching, should surely receive a higher salary than those who have no ambition to excel, and who engage for a few months in "keeping school" simply to put a few dollars in their purse. But when teachers are paid according to their grade, their ability to govern a school and to impart instruction, as well their scholarship, should be considered.

THE Parke County Teachers' Institute will be held at Rockville, beginning January 2, 1872. A. F. White, Examiner.

THE Terre Haute schools are fuller than ever before. Fifty-four teachers are employed.

THE Public Schools of Kansas were kept open five months last year—a little ahead of Indiana.

THE Kansas State University, costing one hundred thousand dollars, is expected to be ready for occupation January 1, 1872.

THE Episcopalians are building a Female College at Topeka, Kansas, at a cost of sixty thousand dollars.

THEY are just about completing a new school house at Salem, Daviess County, and they wish a first-class man to take charge of it.

AT Hunter's Point, Long Island, forty Catholic children have been expelled from the public schools by the direction of the Commissioners, because they objected to the reading of the Bible.

THE editor of the "Seymour Sun" has been "reviewing" some of the questions prepared for Examiners by the State Board. He finds especial fault with the geography questions. J. C. Hobbins, through the "Democrat" has made answers. These papers would be interesting to the Board.

A TEACHER of Madison County, named Hagle, is said to have lost, a short time since, one hundred and twenty dollars, in a gambling and drinking saloon in Anderson.

A young man who drinks and gambles, yea, who drinks *or* gambles, is morally unfit to teach school.

FRANKLIN can boast the best school building in the State, and all its furnishings are in keeping with the house itself. The rooms are decorated in the best of style. In one of them is a picture worth one thousand dollars. The frame alone cost one hundred dollars. The painting was presented by Harry Hillard, Esq., of Chicago.

The schools are said to be as good as are the buildings. We congratulate the people of Franklin.

THE Commissioners of Perry county have instructed the Examiner, T. Courcier, to spend eighty-eight days in the schools. This allows one day for each school.

We heartily commend this move. It is a long step in the right direction. Let this matter be so worked up in every county, that Representatives and Senators shall come up to our next Legislature feeling that "County Superintendency" is *demanded* by the people.

WE learn from the Superintendent's published statement of the apportionment of Public School funds made in October, the following facts:

The apportionment to each of the counties, Cass and Randolph, has been diminished one hundred dollars, because of the failure of the Auditors to report in time for last apportionment.

The apportionment to LaGrange county has been increased one hundred and thirty five dollars and ten cents; that to Pulaski county, two hundred and sixteen dollars and twenty-seven cents; that to Jay county, one thousand and six dollars and two cents; that to Marion county, two hundred and eighty-nine dollars and nineteen cents; and that to Vermillion, one hundred and forty-three dollars and thirty-seven cents, to correct errors in preceding apportionments, arising from errors in reporting the enumeration.

The Auditors' Reports from the counties of Jasper, Kosciusko, Newton and Posey, were not received in time for this apportionment.

The apportionments to the counties of Fountain and Posey have been made on the enumeration of last year, the Examiners' Reports for this year not having been received.

Marion county paid into the common fund sixteen thousand and sixty-four dollars and fifty-two cents, and received back eleven thousand seven hundred and sixty-eight dollars and sixty four cents. Allen county paid in four thousand four hundred and forty-three dollars and thirty-nine cents, and drew out nine thousand six hundred and four dollars and ninety-two cents, more than twice what it put in.

THE THREE R's.—Now, while the Teachers are holding their Associations in almost every township in the county, and discussing various topics which they regard of vital interest, we want to suggest a few subjects for consideration, for the benefit of our compositors.

First. We know that each Association should make Spelling a subject for every meeting.

Second. The proper use of Capital Letters.

Third. Punctuation.

Fourth. Paragraphing.

Fifth. Proper use of Abbreviations.

And lastly, Style in Composition.

Lectures on Physiology, Geography, History, etc., are all well enough, but what the boys and girls of our common schools need to be taught carefully, are, Spelling, Reading, and correct style in Writing. Suppose that the teachers take for their own subject Letter Writing, and exemplify the subject by requiring a letter from each member. Let those letters be compared with recognized standards, and errors in style, address, paragraphing, spelling, punctuation, etc., closely noted. One hour thus spent will be valuable time, and furnish work for the school room for weeks. Do not, we beseech you, teachers, let the good old spelling book become unfashionable, nor be afraid to have spelling matches in your schools. The patrons never object to the teacher who gives much attention to spelling, reading, 'riting and 'rithmetic.—*Hendricks County Union*.

INSTITUTES.

LAPORTE COUNTY.—The LaPorte County Teachers' Institute, just closed, was the largest and most enthusiastic session ever held in this county. The enrollment reached one hundred and eight-two; average attendance, one hundred and six. The work was mainly done by home talent, under the lead of the Examiner. Cyrus Smith was with us two days, and Prof. J. M. Olcott arrived just before the Institute closed.

Resolutions were passed against requiring teachers to board around, or to do their own janitor work.

The following resolution was also unanimously adopted:

Resolved, That the Common School Law of this State ought to be so amended that the County Examiner be made a County Superintendent, with a sufficient salary to justify the best persons devoting their whole time to the business; and further, that the teachers should not be elected by the Districts, but appointed by the Township Trustee and County Superintendent.

The Institute appointed a committee of five, headed by the Examiner, to represent them at the State Teachers' Association, and requested the County Commissioners to appropriate a sum to pay their expenses. This committee are instructed to use their best efforts to bring about a reform in the School Law.

We can assure our friends in the other parts of the State that the Teachers of Northern Indiana mean business.

W. P. PHILON,
Examiner.

FULTON COUNTY.—The Fulton County Teachers' Institute commenced on the 30th of October, and continued the usual length of time. Prof.

Alcott, the elocutionist, of Indianapolis, was present during the session, and gave two lessons a day in the principles of good reading, and made for himself quite a reputation as a reader and teacher. All the other branches were taught, and methods of teaching approved or disapproved by the Teachers of the county. Eighty teachers were present, with an average of seventy-two. Teachers were allowed one per cent. on general average for each day in attendance.

Lectures were given by Rev. W. Pattinson and J. S. Slick, attorney. Mr. Pattinson's address was from the following topics: 1. That education had reference to endowment and culture. 2. Self-confidence a good thing, or a bad one; it must be under good leaders; and, to obtain self-confidence, we should be prompt and willing to do our best, always, when called upon. 3. The greater a person's culture, the more its importance appears. 4. A kind of blind effort to educate the world, and its failure. 5. We must take in new ideas. We are in the force of assimilation, or we are drying out—dying. "Child at Peru dying because of no assimilation of food. Healthful, mental and moral digestion needed."

Mr. Slick's address was "*Individuality*," or the necessity of self-hood in all things, and especially in matters pertaining to education.

Both lectures were well attended by teachers and citizens, and highly highly appreciated by all.

A majority of the Trustees of the county met to regulate the price paid to teachers, and after due deliberation, it was thought best to hire teachers on the grade of their certificates.

W. H. GREEN,

Examiner.

CASS COUNTY.—The annual session of the Cass County Teachers' Institute was held at the Seminary building, commencing on Monday, November 6th, and holding five days. The average attendance of teachers was larger than last year, and the exercises were interesting. The number enrolled was about ninety, and the average attendance, about sixty-five, daily—the average last year being about sixty-two, and the total enrolment 78. The exercises embraced numerous satisfactory exemplifications of class drill in the department of Arithmetic, Grammar, Elocution, Penmanship, etc., reflecting credit on the practical experience of those called upon to develop their peculiar methods.

The officers were, P. A. Berry, President; Prof. Cox and Miss Jennie Bennett, Vice Presidents; H. G. Wilson, Secretary; and Miss Mary Sheerin, Assistant Secretary.

MORGAN COUNTY.—The following resolutions, among others, were passed at the Morgan County Teachers' Institute. They came too late to insert with the notice of the Institute made last month:

Resolved, 1. That we suggest to Township Trustees the propriety of electing teachers, as far as practicable, from those who attended the Institute; and that they, at our next Institute, *compel* the adjournment of all schools, and use their influence to secure a full attendance of active, earnest teachers.

2. That we recommend the holding of Teachers' meetings in the several townships for the instruction of the Teachers thereof.

3. That we believe that the office of County Examiner should be elevated to that of County Superintendent, with a salary sufficient to justify him in spending his whole time in the interests of the schools, and that he, in all cases, be a practical Teacher.

MARSHALL COUNTY.—The Marshall County Teachers' Institute commenced at Plymouth November 27th, was well attended, and much interest was manifested by the Teachers. A part of the programme was made out and exercises assigned two weeks prior to the time of meeting, which gave time for preparation. The various subjects connected with schools and teaching were ably discussed by our home teachers—there being no distinguished educators from abroad. A Teachers' Association was formed, to meet semi-annually.

A club of eighteen subscribers for the JOURNAL was raised through the efforts of Mr Chase, Principal of the Plymouth High School.

THOM. B. ORR,
Secretary.

PERSONAL.

PROF. STOTT, Examiner of Johnson county, is holding Teachers' meetings in all the townships of his county.

THE HON. E. E. WHITE, of Ohio, is to attend the Tippecanoe county Teachers' Institute, to be held at La Fayette the first week in January.

WM. L. MATTHEWS, Esq., has been appointed School Examiner of Kosciusko county, *vice* Walter Scott, resigned.

GEO. O. GARNSEY, the School house Architect, has re-established himself since the great fire, at 472 Wabash Avenue, Chicago.

W. E. RUBLE, who left this State last summer, is now Principal of the schools at Fairmount, Kansas. He misses his Indiana friends, but is consoled with a new school house and a good salary.

H. H. BOYCE, Superintendent of the Franklin schools, with all his teachers, spent a week, not long since, in visiting the Cincinnati schools.

If other teachers would follow this example, and would visit good schools occasionally, they would be much benefited.

CLARKSON DAVIS, Examiner of Henry county, in attempting to elevate the standard of examination for teachers, is meeting with some opposition. He satisfies those who fail and complain, by publishing their answers to his questions.

J. K. HAMILTON, Examiner of Jackson county, is planning to visit each school in his county twice. From the many favorable reports we hear, we conclude that the schools of Jackson county are improving as rapidly as any in the State.

B. C. DAVIS has been elected Superintendent of the Gosport schools, *vice* J. L. Gilpatrick, resigned. Mr. Davis goes from Franklin, where he has been attending Franklin College. Although his experience as a teacher is limited, his friends predict for him certain success.

J. M. COYNER, for many years a teacher in this State, now has charge of the schools at Rushville, Illinois. The people of Rushville may rest assured that their new school house will be well taken care of, and that their children will be well taught. A letter from friend Coyner tells us that he never was in better health or better spirits.

J. C. HOUSEKEEPER, Superintendent of the Seymour schools, has been publishing a series of Educational articles in the Seymour *Democrat*, that are calculated to do much good. This is one of the means of bringing about a healthy public sentiment in regard to school matters. The same thing is being done in some other counties; it should be done in all.

C. W. ARMSTRONG, Examiner of Warrick county, reports progress for his section. His trustees have advanced the salaries of teachers, so that they can secure the best. One hundred and twenty teachers are employed in the county. The town of Buonville employs one principal and five assistants, who are said to be doing good work.

Thanks to friend Armstrong for a list of *thirty-three* subscribers for the JOURNAL.

INDIANA UNIVERSITY, November 10, 1871.

At a meeting of the Board of Trustees, held at the Library Room, the following preamble and resolutions were offered by Mr. De Pauw, and unanimously adopted.

WHEREAS, The President of this Board has presented a letter from Professor George W. Hoss, resigning the Chair of English Literature and Elocution, having been elected to the Presidency of the State Normal School of Kansas, therefore

Resolved, 1. That we part with Professor Hoss with regret, and feel that this University and the State of Indiana thereby sustains a great loss.

2. That we recognize in him a true, faithful, earnest, successful educator; a Christian gentleman, a genial companion and fellow-laborer, with a large heart and broad views, one who is fully up to and understands the educational wants of the age.

3. That we congratulate Professor Hoss on his being called to a position where the field is broader, and his prospects for usefulness unlimited, and where we believe he will make a lasting impression for good, for truth, and for right.

4. That we congratulate the people of Kansas upon their success in securing the services of one who is in every way so eminently fitted for the educational head of their Common School System.

5. That a copy of these resolutions be spread for record, and a copy furnished Professor Hoss and the INDIANA SCHOOL JOURNAL.

A true copy.

ROBERT O. FOSTER,
Secretary.

BOOK-TABLE.

MANUAL OF READING. By H. L. D. Potter. New York: Harper & Brothers.

This Manual is intended to combine all things essential to good reading. It is accordingly divided into four parts. Part First treats of voice-training, including Calisthenics; Part Second, the most popular and practical Class Methods, both primary and advanced; Part Third, Gesture; Part Fourth, Elocution, including a chapter on Rhetoric. As a work on reading, it seems to be complete and exhaustive. The selections in Part Fourth are excellent, while the real practical drill in the other parts seems to be what our youthful readers very much need.

LIFE IN UTAH, or the Mysteries and Crimes of Mormonism. By J. H. Beadle, Cincinnati: National Publishing Company.

This book contains a full and authentic account of Polygamy and the Mormon sect, from its origin up to the present time. It is founded principally upon the personal observation of the author, and is offered to the public as a compilation of testimony on which the reader, of course, has the privilege of passing his opinion; but with the hope that it may excite among the people of the United States an intelligent interest in regard to affairs in Utah. At the present stage of Mormonism, it should, we think, find many readers. The book is sold only on subscription. Agents solicited.

NIDWORTH AND HIS THREE MAGIC WANDS. By E. Prentiss. New York: D. F. Randolph & Co.

The Three Magic Wands produced riches, knowledge and unselfishness. The first two were tried thoroughly by the hero of the story, as they are every day in life, and found unequal to the task of securing contentment and happiness. 'Twas only when *Nidworth* forgot himself in his care for others that he was happy. The story is charmingly told, and has for a recommendation that it was written by the author of "Stepping Heavenward." Sold by J. H. V. Smith, City book-Store. Indianapolis.

LITTLE PIECES FOR LITTLE SPEAKERS. By Miss S. M. Priest. Boston: Lee & Shepard.

In this little book may be found poems adapted to the abilities of the youngest children, while there are many selections suited to more advanced pupils. The selections are childlike and simple, and the book seems to be in every way fitted to fill the place its author desired it should fill. City Book Store.

ZELL'S DESCRIPTIVE HAND-ATLAS OF THE WORLD. By J. Bartholomew. Published by T. Ellwood Zell: Philadelphia, Chicago, New Orleans.

Two numbers of this excellent work have been placed upon our table, and if they are fair samples, we believe the entire set will be a valuable acquisition to any one's library.

This Atlas will be published in twenty-five monthly parts, at fifty cents

each. There will be no less than thirty-three maps in all, measuring from border to border, sixteen by eleven inches, all artistically printed in colors on fine paper. Each map has a complete index embracing every name to be found thereon. At the close will be a special index of all the maps. All numbers over twenty-five will be furnished *gratis* to subscribers. It is a work that will be of particular usefulness to the teacher.

OUT OF THE FIRE. By May Chellis: New York. National Temperance Society and Publishing House.

The little book whose title is given above, contains a story of two men who were saved from the influence of rum, and induced to become good and useful citizens. The reformation of one was effected by a little lame girl, who came to her misfortune through her own father. In a fit of intemperance, he threw her from a window, making her a cripple for life. This part of the story is most beautifully told. The entire book is full of interest, and a wholesome moral may be drawn by all who peruse it. Sold at City Book Store, Indianapolis.

"**THE NURSERY**," published by John L. Shorey, Boston, is undoubtedly the best paper for "the little ones" published. It is beautifully illustrated, and the reading just such as children will delight in. We most heartily commend it.

THE PHRENOLOGICAL JOURNAL having been published for *fifty-three* years, always considered a first-class family paper, does not need our recommendation. We always read it with interest. It is published by S. R. Wells, 389 Broadway, N. Y.

THE CAMP FIRE is the name of a little paper published at Franklin. It is the organ of Franklin College, and also of the Teachers of Johnson county. It always contains good articles.

THE HERALD OF HEALTH for December contains a remarkable article on How Best to Promote the Cause of Temperance, which is rich with new thought and written in elegant style. It is published by Wood & Holbrook, New York.

THE SCIENTIFIC AMERICAN is a paper of great value to persons who wish to keep pace with new developments that are rapidly being made in the scientific world. Its practical suggestions would be of great value to almost every department of labor. Price \$3 a year. Published by Munn & Co., 37 Park Row, New York.

E. STRICK, of New York, sends us Catalogues of his standard German publications, which seem to include everything from picture books up to philosophies.

FOWLER'S ENGLISH GRAMMAR. New York: Harper Brothers, J. M. Olcott Indianapolis, agent for Indiana.

A hasty review of the above leads us to conclude that it is a book learnedly written, but seems to us more especially adapted to the wants of advanced classes. It treats of the origin and development of the English

language—of orthography as compared with orthepy, phonetic elements, etymological forms, logical forms, syntactical forms, rhetorical forms, poetical forms, punctuation, etc.; and, in addition, gives Prof. March's method of philological study of the English language. The treatise on rhetoric is good, and the one hundred and nine pages devoted to teaching English literature are alone worth the price of the book.

The book has merit, and deserves a careful examination.

E. ALLEN & Co., United States Subscription Agents, 32 North Fifth street, Philadelphia, Pa., have arranged with the publishers of all the leading magazines of the country so that they can furnish two or more of them at club rates. Any person wishing to subscribe for more than one of the standard monthly or weekly publications, will save money by writing to the above agency.

YOUTHFUL SPEAKER. By Geo. R. Cathcart, A. M. New York and Chicago: Ivison, Blackburn, Taylor & Co.

The above is the most tastefully gotten up juvenile speaker we have yet seen. The paper is good, the print is clear, and the binding is attractive. It is filled with excellent selections in Prose, Poetry and Dialogue. It is especially adapted to common schools.

THE FEDERAL GOVERNMENT; *Its Officers and their Duties.* By R. H. Gillett. New York and Chicago: Woolworth, Ainsworth & Co.

This book, which is printed and bound in a very tasteful manner, treats of the Colonial Governments, the Confederation, the formation of the Federal Constitution; and explains fully the workings of all the various branches of our Government. It is a very desirable book to have, and would make an excellent text-book for advanced classes.

"THE HEARTH AND HOME," is one of the best weekly publications in the country. It is just now of special interest to Hoosier Teachers, as it is publishing a "continued" story in it entitled "The Hoosier Schoolmaster," written by Edward Eggleston, formerly a Hoosier.

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INDIANA SCHOOL JOURNAL

VOL. XVII.

FEBRUARY, 1872.

No. 2.

PROCEEDINGS OF THE EIGHTEENTH ANNUAL SESSION OF THE INDIANA STATE TEACHERS' ASSOCIATION.

HALL Y. M. C. A., INDIANAPOLIS, IND.,
December 26, 1871.

TUESDAY EVENING, 7:30 P. M. The Association was called to order by D. E. Hunter, of Princeton, the retiring President.

Prayer by Rev. Dr. Andrus, of Indianapolis. After which, the Association listened to the address of "Welcome," by Gov. Baker.

The Governor styled the Common Schools of his boyhood as very *common* indeed. He gave a brief history of educational progress in Indiana.

Although the Constitution of 1816 demanded that common schools be established as soon as circumstances would permit, no attempt at a system of schools was made until 1849; and even then the law passed by the Legislature was not to take effect until adopted by the people. The new Constitution, without reference to circumstances, required the establishment of a uniform system of Common Schools.

The Legislature now levies more than three times as much for the support of the schools of the State as for the State government, together with all the charitable institutions, besides

authorizing the local authorities to levy taxes for the continuance of the schools.

A great deal of the educational progress of our State is due to Teachers' Institutes and Associations.

After highly complimenting the Teachers and their work, he bade the Association a cordial welcome in the name, not only of the educators of Indianapolis, but of the people.

The retiring President, D. E. Hunter, in response said: "We feel proud of this city. We feel proud of this our Governor. When he first met Gov. Baker he was Conrad Baker, Esq., who was at the head of an organization known as the Cadets of Temperance. He is still encouraging boys. We feel proud of our State, in regard to its Agricultural, Mineral and Educational resources."

The incoming President, A. M. Gow, of Evansville, then delivered his Inaugural Address:

Our country has just passed through the great rebellion, the cause of which was the introduction of a few slaves, two or three centuries ago; but there are battles yet to be fought, other principles to be tested, by discussion, compromise, and possibly war.

He hailed as an auspicious omen for the future the meeting, for the first time in the history of the State, of the united forces in a common council—all grades of Institutions are at last represented in the State Teachers' Association.

In time of peace let us prepare for war. We welcome, as Commander-in-Chief, the Superintendent of Public Instruction. A hearty greeting to the College Presidents and Professors, the heavy artillery; to the Academy and High School workers, the cavalry; to the Common School teachers, the infantry. To the State Normal school we must look for trained officers to discipline our forces. The Ainsworth Brothers are the provost officers. We welcome, also, McIntire of the Deaf and Dumb Institute, and Churchman of the Institute for the Blind, for their experience in the sanitary department.

It was maintained in the address that there is a science of ethics which should be constantly, systematically and progressively taught.

If we should give no more time to the study of Grammar or one of the other sciences, than is given to morals, the results would be equally discouraging. Was glad that our State Normal

School has a regular course of moral instruction. It may be urged that some will object to religious instruction. The instilling a love of truth and right principles cannot be objected to by any one. No subject is comparable to moral science. It needs to be taught in the lower schools. The vandalism of the higher schools is due to the vandalism of the lower. This subject has been too much neglected. Let us take a forward step.

At the conclusion of the address, Messrs. Scott, Smith, Smock, Corbaley, Hamilton, Engle and Thomas sang, with fine effect, "Integeo Vitar."

On motion of Mr. Bell, the President was authorized to appoint an enrolling committee of three.

On motion of Mr. Boyce, Mr. Cox was appointed Railroad Secretary.

On motion of Mr. Smart, it was resolved that Barnabas C. Hobbs, Wm. A. Bell, Hamilton S. McRae be, and the same are hereby, appointed a committee to confer with the State Superintendent and State Board of Education in the preparation of such bills, amendatory to the School laws of the State, as they may conjointly desire; and that this committee be instructed to report progress at the next meeting of the Association.

On motion of Mr. Hunter, Mr. Housekeeper was appointed Assistant Secretary.

The Association adjourned until Wednesday, 9 A. M.

WEDNESDAY, 9 o'clock, A. M.

Association convened in general session, President Gow in the chair.

The devotional exercises were conducted by Dr. R. T. Brown, of Indianapolis. They consisted of reading a portion of the fourth chapter of Proverbs and prayer. The minutes were read and approved.

The President appointed Prof. Newby, of Terre Haute, as the second Assistant Secretary.

The following persons were appointed a Railroad Committee: Messrs. Wetheral, of Cannelton, McCutchen, of Evansville, and J. T. Merrill, of Lafayette.

A committee was appointed to investigate whether or not mem-

bership in the General Association entitles to membership in the Sections.

The President appointed the following persons as members of said committee: Dr. R. T. Brown, of the Collegiate and High School Section, Messrs. H. H. Boyce, of the General Association, W. P. Phelon, of the Examiners' Section, and Miss Rosa King, of the Primary Section.

Next on the programme, "How Deaf Mutes are Taught," by Thomas McIntire, of the Deaf and Dumb Institute. Mr. McIntire being absent, the exercise was postponed.

The committee appointed to inquire into the relation of the several Sections to the General Association, reported as follows:

1. That in our opinion the members of the General Association should be entitled to membership in each Section when their position entitles them to it; and membership in any Section shall entitle the member to the privilege of the General Association.

2. And that the funds of each Section be merged in the funds of the General Association; and the expenses of the Sections be paid from the general fund, provided that no Section shall make its price of membership less than the price in the General Association.

On motion of Mr. H. H. Boyce, of Franklin, the report was adopted.

On motion of Mr. De Motte, of Illinois, Mr. Strasburg, of Lafayette, was appointed an Employment Committee.

Dr. Holmes, of Merom College, was next introduced, and read a paper on "How to Teach Good English." In wealth of expression, good sense and adaptability to thought, the English is superior to all other languages, not even excepting the German. The honor, however, which the English receives falls far short of its deserts.

Many men show great power in thought and vividness of imagination, whose orthography, grammar and rhetoric render their manuscripts unfit for publication.

He cited examples of the bad use of language from many writers and authors—as French, Headley, D'Israeli and others.

He considered the failure to use good English as a disease, and proceeded to diagnose the case and to suggest treatment therefore:

1. He considered it as hereditary, transmitted from generation to generation through parents, teachers and the press.

2. It is perpetuated by defects in teaching; the teachers are not well enough versed in the use of good language.

3. It is chronic, of long standing, and is likely to continue for a long time in the future.

4. It is contagious.

5. It is disgusting.

Treatment: The doctrine that language is only the expression of thought, must be condemned at once. There is something more in it, something higher.

He condemned the teaching of incorrect expressions and babyisms to little children by parents. In schools pupils almost invariably study grammar by analysis and parsing, with not a word about their own use of language. They not only murder the "Queen's English," but mangle the corpse.

Among the remedies suggested was, first suitable text-books. As little time is devoted to the study, that unscrupulous writers and publishers prepare and put forth books wholly worthless to secure the proper end. Arbitrary rules are introduced, while spirit and philosophy are omitted.

Science can be taught through its philosophy only. To teach the use of good English, beauty, as well as the utility, must be aimed at. Precision and care at every step should characterize the work. In beginning the study, the pupil should understand that he is to learn how to speak and write the English language.

The spirit of criticism must be kept alive. Parents must be made to feel the necessity of teaching good language at home.

After this, Miss Dora Mayhew, of Greencastle, read a Paper on "Modes of Examination:" The present day is one of progress. No one is sure of his foundation, as fresh ideas are advanced and old opinions are made to fall under the weight of the sounder reason of to-day. The popular movement is yielding good results. Colleges, High and Normal Schools are marshaling their forces, and, with the Common Schools of the land, are becoming strong.

There are few questions of more vital interest than, how can we best test the power and advancement of our pupils? What avails their knowledge if they be not called upon to tell it?

True, mental development and culture is the object to be secured.

If oral examinations secure this object, then let them precede all others, if not, then give them that importance which they demand, and no more.

Oral examinations cultivate ease of expression, enable pupils to compare themselves, give self-possession, and secure attention of parents. There are objections to oral tests. Such as the difficulty of properly grading the questions. Some pupils may answer promptly while their knowledge may be less than others who have less confidence in their ability.

Written tests secure ease of expression, power of attention, and accuracy of answer.

The best results are doubtless secured by a combination of the two methods, each serving to supplement the other.

The Paper of Dr. Holmes was discussed by Messrs. Davis, Hunter, Moore, Hopkins and others, who suggested the following points: That much may be accomplished by giving more attention to the thought of the reading lessons. Much good can be done by exercising eternal vigilance over the expressions of the pupils. The pulpit might be made an efficient means; but unfortunately from this source we too often hear miserable language and orthoepy. Should make arrangement in our courses of instruction by which we may reach the home language by calling out the use of such expressions as are of common occurrence at home. A regeneration of the popular press. The qualifications of a "Wit," being the superior use of bad grammar and worse spelling, show a deficient public taste.

The Paper of Miss Mayhew was next discussed by Messrs. Davis, Boyce, Hunter, McRae, Smart and others. The following points were stated: The teacher should not select the questions for the examinations of his own pupils for promotion.

Ungraded schools should have monthly examinations. Pupils should not know when the examination is to take place.

On motion of Mr. Merrill, the Railroad Committee and Enrolling Committee were consolidated.

The Association adjourned to meet in Sections at 2 o'clock, P. M.

WEDNESDAY EVENING, 7½ O'CLOCK.

Association was called to order by President Gow.

Mrs. Compton, Mrs. Smith, J. B. Smith, J. S. Black then sang the "Bridge of Sighs."

Next in order a discussion, subject—Indiana compared with other States, educationally, opened by Mr. H. H. Boyce, of Franklin:

1. Expenditure per capita for educational purposes. Nevada heads the list, Indiana twenty-fifth, appropriating two dollars and thirty-seven cents per capita.

2. Indiana heads the list in a permanent school fund—eight millions of dollars.

3. Indiana stands twenty-fifth in the list in expenditure per capita of school enrollment.

4. Length of time schools are in session, Indiana is twenty-first in a list of twenty-six.

5. The per cent. of enrollment on the enumeration, Indiana stands seventh, having 74.70.

6. The per cent. of failures to enter West Point, Indiana is twenty-first in twenty-six, for fifteen years.

7. Character of Teachers. Indiana is the only State, except Kansas, that employs more male Teachers than female.

An urgent argument was here presented for the employment of female teachers.

Mr. Boles, of Shelbyville, proceeded in the discussion of the same topic. It is necessary for us to determine our true position. We must see ourselves as others see us.

Why are we not at the head? Who is responsible? Is it the teacher or the State?

1. That until recently we had no Normal School, is one reason.

2. The incompetency of Teachers. Examiners should not license many that they do.

3. Insufficient compensation.

4. Many children of school age remain out of school.

5. Lack of legislation.

6. Intemperance militates against our schools.

After the close of the discussion, Gracie Danforth sang, with fine effect, "Scenes that are Brightest."

On motion of Mr. Shortridge, of Indianapolis, the Executive Committee was requested to arrange time for a further discussion of the above question, and report at its earliest convenience.

Circumstances preventing Dr. Bowman's attendance, Prof. Ridpath occupied the hour in reading an address on the "Subordination of Force."

"He took the Greek as the type of the old civilization, having Ideality the most prominent feature of his character, being subject to Force and frightened at its manifestations.

The new civilization is an empire; Mind is the Emperor and Force his Prime Minister. Man's dominion over Force is the soul of our civilization. The new man is less ideal than the old, but he has triumphed over Force, and this is the secret of his victory."

Illustrations were produced teeming with vividness of thought and beauty of description.

On motion of Mr. Butler, a resolution of thanks was extended to Mr. Ridpath for his able and eloquent address.

It was moved by Mr. Roberts, that the Association put in nomination a candidate for Superintendent of Public Instruction, which,

On motion of Mr. Boyce, was laid upon the table.

Association adjourned to meet Thursday at 9 A. M.

THURSDAY, 9 O'CLOCK A. M.

President Gow called the Association to order and conducted the opening exercises, which consisted of reading the one hundred forty-first Psalm, and of prayer.

The minutes of Wednesday were read and approved.

The Executive Committee announced that Mr. McIntire's exercises would be still further postponed until Friday at 11:15, in order to give Miss Armstrong time, this evening, for her paper.

Mr. Rogers announced that it was due Dr. Bowman to state that he had an appointment in New York for the 22d inst—that he had traveled long and hard to reach home in time for his engagement in the Association; but on account of the exhaustive nature of the trip, found himself physically unable to be present, very much to his own regret.

Dr. W. H. Churchman, of Institute for the Blind, being

present, was introduced, and entertained the Association by the explanation of "Methods of Instructing the Blind:"

In teaching the blind, our guiding principle is to depart as little as possible from the methods used in teaching the seeing. We do not teach them as blind children, but rather as seeing children, in the dark. They are kept in contact with seeing people as much as possible.

He then introduced some of his pupils, and gave some practical illustrations of the methods used in the institution over which he presides.

The children did themselves great credit in reading, writing, and in the solution of difficult arithmetical and algebraical problems without the aid of figures or diagrams, and also in music.

On motion, Messrs. Walts, Boyce and Jesse Brown were appointed a committee to secure subscriptions to the SCHOOL JOURNAL.

On motion, a vote of thanks was extended to Dr. Churchman and class—especially to John, whose fingers were so cold.

Miss Mary Bruce was introduced, and read a paper entitled "Composition:"

1. What is the object of training in Composition?
2. How can that object be best secured?

Composition literally means the act of putting together, or that which is put together. The term is general in its use, but in this connection it is applied to thoughts put together and expressed in language.

Two elements are recognized, viz: the thought and the expression.

Both of these should receive attention; but the thought is of the greater importance.

The object of training in Composition is to develop the power to think and express thought.

Four things exist as conditional for all rational discourse:

1. A speaker or writer.
2. A hearer or reader.
3. Subject to be treated.
4. A definite purpose in treating the subject.

The principles are determined by examining the nature and relation of these. Having determined the principles which govern discourse, the method of teaching it is not difficult to devise.

Clearness as a property of style, is secured by clearness of thought. Beauty of style or expression is the result of a cultivation of taste in thought.

Superintendent Hopkins read the following letter before the Association, from the Hon. Geo. T. Hoar, addressed to Gen. John Eaton, Commissioner of the Bureau of Education, in the Department of the Interior, who transmitted it to him as follows :

WASHINGTON, D. C., December 23, 1871.

Hon. Milton B. Hopkins :

DEAR SIR:—I have this day received the following letter, to which I beg leave to call your attention :

(Copy.)

WASHINGTON, D. C., December 22, 1871.

Gen. John Eaton, Commissioner of Education :

SIR:—It is proposed to introduce into Congress a bill for the distribution, annually, among the States, of the whole, or a part, of the sales of public lands, to be applied in aid of common schools.

Suppose the policy were to be adopted of requiring of each State, as precedent to receiving its annual share, the performance of certain conditions, so framed that the States which are now most poorly equipped might have it in their power to perform them, but yet so that the requiring them would tend gradually but surely to raise the standard of education in all ? Is it in your power to obtain for me some suggestions from a few of the most intelligent persons, who have given attention to the subject, as to the conditions which, in their judgment, it would be wise to require ?

I am yours very truly,

Geo. T. Hoar.

You will agree with me, I am sure, that it is important to put Mr. Hoar in possession of the information he desires, and I hope you will take the trouble to state your own views briefly upon the subject, and return them to me at your earliest convenience.

Very respectfully,

JOHN EATON,

Commissioner.

On motion of Mr. Boyce, the above letter was referred to Board of Education for consideration, with a request to report before the final adjournment of the Association.

The President announced that the Teachers of each Congressional District should be ready with their nominations for a member of the nominating committee.

Association adjourned, to meet in sections at 2 o'clock P. M.

EVENING SESSION, THURSDAY.

Association called to order by the President, at 7½ o'clock.

The following telegram from the Kansas Association was received and read:

TOPEKA, KANSAS, December 27, 1871.

A. M. Gow, President State Teachers' Association—Kansas Teachers' Association, Two Hundred Strong, to Indiana Teachers' Association, Greeting:

"If thy heart be as my heart, give me thy hand." Approved by G. W. Hoss.

PHILETUS FALES,
President.

On motion, Mr. Boyce was instructed to respond in the following language:

INDIANAPOLIS, IND., December 28, 1871.

President Philetus Fales—Indiana Teachers' Association, Three Hundred Strong, to the Kansas Association, Greeting:

"Here are our hands, with our hearts in them."

A. M. Gow,
President.

The Association proceeded to the election of a nominating committee:

First Congressional District.....	W. F. Stillwell.
Second Congressional District.....	J. C. Housekeeper.
Third Congressional District.....	E. H. Butler.
Fourth Congressional District.....	Jesse H. Brown.
Fifth Congressional District.....	W. J. Button.
Sixth Congressional District.....	Mr. Greenawalt.
Seventh Congressional District.....	J. W. Strasburg.
Eighth Congressional District.....	H. L. Rust.
Ninth Congressional District.....	H. S. McRae.
Tenth Congressional District.....	J. K. Walta.
Eleventh Congressional District.....	W. P. Phelon.

On motion, Mr. Boyce was instructed to send a telegram greeting to Illinois and Michigan Associations.

Accordingly the following telegram was sent:

INDIANAPOLIS, IND., December 28, 1871.

President J. H. Blodgett—Indiana Teachers' Association, Three Hundred Strong, to the Illinois Association, Greeting:

"The meetings of our Brotherhood now girdle the world."

A. M. Gow,
President.

Miss Armstrong was next introduced, and delivered an Essay on Pestalozzianism.

She gave a brief sketch of the life and work of Pestalozzi.

The most common error in regard to Pestalozzianism is the mistake of the means for the end. Lessons on objects are supposed by some to constitute all there is of the system. Very far from it. Lessons upon objects, weight, sound, the human body, etc., are used as a means of securing true mental culture, which is the end to be attained.

She dwelt at some length upon the principles of Pestalozzianism and the means of applying them.

The Association was then favored by the singing of a "Temperance Glee," by E. C. Mayhew, W. C. Smock, Geo. B. Loomis.

After which a letter was received from F. B. Ainsworth, who had promised to prepare a paper on "How Incurable Boys are Reformed," stating that he could not fulfill that engagement on account of insufficient time for the preparation of a creditable paper.

Mr. Phelon introduced the following resolution, which was adopted by the Association:

Resolved, That it is the sense of this Association that any person, who, consenting to take part in the exercises of its sessions, fails, without sufficient cause, merits the gravest censure, and is unworthy of any future invitation to address this body.

The Discussion on "Indiana compared with other States Educationally," was resumed.

Mr. Smart thought the figures given by Mr. Boyce, last evening, misrepresent us. Maryland has ten months of school; but the average number of pupils to each teacher is ninety-nine, and very low salaries are paid.

Tennessee has but one month of school.

Nevada pays one hundred dollars per month to her teachers, which shows unfavorably for that State.

Two dollars and thirty-seven cents *per capita* is a mistake. It is almost double this amount.

Mr. Shortridge thought the report sent out from the Department incorrect—contradicted the statement that Indiana is so far below.

Mr. Hobbs stated that the statistics were taken from the wrong tables. The Constitution presents impediments. All

taxes are not presented in the reports. Great need of county supervision.

Mr. Hadley stated that in the State of Indiana there are two distinct funds, while in the State of Illinois but one.

Two dollars and thirty-seven cents does not include the special fund, but is simply the amount *per capita* from the tuition fund.

Mr. Boyce thought it was his duty to go to the reports, as he had no other means of information. He asked whether it was fair to suppose that the reports of other States would discriminate in their favor, while those of Indiana discriminate against itself?

Mr. Hobbs stated that by the May distribution was provided two dollars and two cents *per capita*, and by the October distribution fifty-two cents—total, two dollars and fifty-four cents, from the office of Superintendent of Public Instruction alone.

Messrs. E. C. Mayhew, W. C. Smock, Geo. B. Loomis, S. C. Hanna sang "Music in the Air."

Association adjourned, to meet Friday, 9 o'clock A. M.

FRIDAY A. M.

Association called to order by President Gow.

The opening exercises were conducted by President Holmes, of Merom College, and consisted of the reading of the seventh chapter of Proverbs, and prayer.

The minutes were read and approved.

Mr. Jesse Brown, Chairman of Committee on Nomination, presented the following report:

President—W. A. Bell, Indianapolis.

Vice Presidents—H. S. McRae, Muncie; J. C. Housekeeper, Seymour; W. H. Byers, Greencastle; Mrs. S. D. Butler, Lawrenceburg; Sheridan Cox, Logansport; Phebe A. Hunt, Richmond; John Cooper, Winchester.

Secretary—Rosa King, Terre Haute.

Treasurer—Alta M. Churchill, Mooresville.

Executive Committee—Chairman, J. H. Smart, Fort Wayne; J. K. Walts, Elkhart; W. P. Phelon, LaPorte; Mary A. Bruce, Terre Haute; Clara J. Armstrong, Indianapolis; J. T. Merrill, Lafayette; Joseph Moore, Richmond.

Messrs. Phelon, Holmes and J. Hopkins were appointed a committee to audit the report of the Treasurer.

On motion, Messrs. Merrill, Byers and Cooper were appointed a committee on resolutions.

Milton B. Hopkins, Superintendent of Public Instruction, presented an address on "Compulsory Education."

He strongly advocated that system, showing that its establishment was necessary to remove the stigma that must attach to a State in which 10.41 per cent. of its adult population can neither read nor write.

On motion of Mr. McRae, the following resolutions were unanimously adopted :

1. That the thanks of the Association be extended to Superintendent Hopkins for the facts and arguments in support of a system of Compulsory Education.

2. That we will labor individually and collectively for the realization of the anticipated system.

On motion of Mr. Shortridge, a committee of three was appointed to ascertain the cost of publication of three thousand copies of Superintendent Hopkins' Paper on "Compulsory Education," to be distributed broadcast over the State. Messrs. Shortridge, Bell and Jones were appointed as-said committee.

Mr. E. H. Butler, of Lawrenceburg, on the "Marking System," was next in order. He stated, as some of its disadvantages,

1. It cramps the recitation, acting as a barrier to free thought.

2. It consumes time.

3. The accuracy of records is questionable, owing to shortness of time.

4. The teacher often throws the responsibility upon the pupil. The record should be based upon the teacher's judgment solely.

If the marking system is used as an incentive to greater improvement without the wish to depress others, it is productive of good. It should not be resorted to in the lower grades. Written monthly examinations form better tests for these grades.

The marking system may be used with safety in High Schools and Colleges.

Mr. McIntire and class being present, the Association was entertained by the presentation of methods of instructing deaf mutes.

There were very interesting exercises in Numbers, Grammar, Composition, Articulation, Pantomime, etc.

They are taught the object first, the written word second, the methodical sign third.

On motion of Mr. Byers, a vote of thanks was tendered to Mr. McIntire for his interesting exercises.

Adjourned until 2 o'clock.

FRIDAY P. M.

The Association was called to order by the President at 2 o'clock.

On motion of Mr. Hunter, the Executive Committee was requested to secure Logansport as the next place of meeting, if proper arrangements could be made for the same.

Superintendent Hopkins presented the following report from the State Board of Education :

1. That when any State shall furnish for its use adequate lands and buildings for a first class Normal School, and the same shall have been approved by a commission appointed by the General Government, such State shall be entitled to an endowment for such institution equal to two hundred thousand dollars.

2. That each State having an area of thirty-six thousand five hundred square miles, or over, and which shall have provided a system of Public Instruction for all its children, in which tuition shall be free, and its schools equally open to all, and shall not hold permanent school funds realized by donations from Congress, to the amount of three millions of dollars, such State shall be entitled to an appropriation equal to such deficit from the General Government, on conditions that an obligation be made that a tax shall by them be annually levied for tuition purposes in the schools above specified, equal to seven per cent. of said three millions dollars.

3. When the territory of any State be less than thirty-six thousand five hundred square miles, it shall receive not less than one million five hundred thousand dollars.

4. That a copy of these conditions be forwarded by the Superintendent of Public Instruction as the sentiment of the State Board of Education and the State Teachers' Association.

The report, after discussion, was adopted.

Mr. McRae, on behalf of the Committee to investigate fact

in reference to Corporeal Punishment, reported. The facts presented, in the main, favored its abolition.

On motion of Mr. Shortridge, the report on Corporeal Punishment is to be published in the SCHOOL JOURNAL.

Mr. W. P. Phelon, on behalf of the Auditing Committee, reported that they had examined the accounts of the Treasurer and found the same vouched for.

Mrs. B. G. Cox, Treasurer of the Association, made the following report:

1871.		DR.
July 13.	To balance received of W. A. Bell, cash.....	\$61.35
	To note of Cyrus Smith (Jan. 1, 1869).....	67.00
Dec. 29.	To cash from Enrolling Committee.....	89.00
	To interest due on Cyrus Smith's note.....	6.70
Total.....		<u>\$224.05</u>
1871.		CR.
March 16.	By cash paid J. T. Merrill, per W. A. Bell.....	\$1.75
July 11.	By cash paid for expressing Treasurer's book.....	35
Dec. 29.	By cash paid W. A. Bell, Ch'n Ex. Com., voucher 1...	50.61
Dec. 29.	By cash paid E. M. McRae, Secretary, voucher 2.....	12.00
Dec. 29.	By cash paid Assistant Secretaries, voucher 2.....	12.00
Dec. 29.	By cash paid for Stationery for Section, voucher 2.....	2.00
Dec. 29.	By cash paid Assistant Secretaries for 1870.....	12.00
	Balance on hand.....	<u>133.34</u>
Total		<u>\$224.05</u>

Mr. Shortridge, on behalf of the Committee appointed to ascertain the cost of the publication of Superintendent Hopkins' Paper on Compulsory Education, reported that the Indianapolis Journal Company would publish three thousand copies of not more than sixteen pages each, without covers, for forty-five dollars. If more pages than sixteen, the price will be proportionately greater.

The report was accepted, and W. A. Bell was ordered to see the same done, and draw on the Treasurer for the money.

The Committee on Resolutions reported as follows:.

1. *Resolved*, That we favor such amendment of the School Law as will make it the duty of County Examiners to act as County Superintendents; making the remuneration such as will employ the best teaching talent in each county.

2. *Resolved*, That the thanks of the Association are due the President, Secretaries and Executive Committee for the faithful and courteous manner in which they have performed the arduous duties of their several stations.

3. *Resolved*, That our thanks be extended to Prof. Black and others who furnished music for the evening sessions of this Association.

4. *Resolved*, That we commend the Indiana School Journal to every parent and teacher of the State.

5. *Resolved*, That we heartily commend our State Normal School to the teachers of the State, and promise to use our influence with them to avail themselves of its advantages.

On motion of Mr. Hunter, a committee of two was appointed to ratify the transfer of the INDIANA SCHOOL JOURNAL from G. W. Hoss to W. A. Bell.

The President appointed as said committee D. E. Hunter and G. B. Loomis.

Mr. J. V. H. Smith presented to the Association a Secretary's Book, which was accepted with thanks.

Mr. Vail and a pupil of the Deaf and Dumb Institute entertained the Association by giving some good examples of pantomime.

Supt. Hopkins pronounced the benediction, and the Association adjourned *sine die*.

EMMA MONT. McRAE,

Secretary.

SUPERINTENDENTS, PRINCIPALS AND EXAMINERS' SECTION.

TUESDAY, 2 O'CLOCK, P. M.

The Section was called to order by the Hon. M. B. Hopkins, Superintendent of Public Instruction, and on motion of Mr. Merrill, of Lafayette, Mr. Hopkins was elected President, and H. L. Rust, Secretary of the Section.

On motion of Mr. Smart, of Ft. Wayne, Examiner Stilwell, Mr. Waltz and Mrs. Cox were appointed a committee to report officers for the Association for the next year.

Mr. Powner, of Decatur, being absent on account of sickness, the members of the Association discussed "a uniform system of marking and grading certificates."

All seemed to agree that both literary qualification and professional ability should be taken into consideration in marking the per cent. of teachers' certificates.

A Paper was read by S. P. Thompson, of Jasper county, subject—"How can Teachers' Meetings be made most Profitable?"

He said: Progressive, joyful activity is everywhere manifest in the fortune-making avocations of life.

The Websterian plan of planting mystery, with a doubting hope that some miraculous contingency will fructify those mystical seed-facts into science, has too much controlled school routine.

A careful study of the various provisions of our school system fills our minds with admiration for its excellency and adaptation to the purposes for which it was intended.

The public needs to be mightily awakened to an active love of the true, the beautiful and the good.

Teachers' meetings are committees of revision to suggest new methods of tuition, and to assist the younger brethren who patiently struggle toward the light.

Each teacher's plan should have the stamp of individuality, yet be enriched and generalized by the experiences of others.

Many who assume the control of the Common School have had no opportunity to learn the minutiae of duty. They resort to experiment, or bow to conventional infatuation.

The County Institutes are a power placed in the hands of the School Examiner to aid in promoting uniformity in the management, conformity to law, and in bringing up the poorer schools to the standard of the best.

Mr. Thompson's paper was discussed at length by the members of the Association, each giving his method of conducting County and Township Institutes.

Most of the Examiners present had organized Township Institutes, and they reported them of great benefit to teachers.

The following resolution was offered by Mr. Merrill, and unanimously adopted by the Association:

Resolved, That it is the sense of this body that the State Board have done much for the cause of education in the State by furnishing uniform questions, and that we request them to make the questions more difficult for next year.

After some exchange of opinions upon the merits of the uniform system of examinations, the Association adjourned to meet at 2 o'clock, P. M., Wednesday

WEDNESDAY, 2 O'CLOCK, P. M.

Section called to order by the President, Hon. M. B. Hopkins. The minutes of the previous meeting were read and approved.

Paper by W. P. Phelon, Examiner of Laporte county. Subject: "How can Examiners' and Superintendents' visits to Schools be made most Beneficial?"

He said: So closely blended is the visiting with the action of school officers, that we can not discuss the question without considering the whole subject of school superintending, as it resolves itself into three heads:

1. The design of the Examiners' and Superintendents' office, and how they should be filled.
2. How the work is now done.
3. How it might be and ought to be done.

The School Examiner should be paid a living salary, so that he may be able to devote his whole time to the business, and visit all the schools, and not, as now, be compelled to follow some other avocation for a livelihood in connection with the Examiner's office.

Mr. Bell suggested that the speeches in the discussion of papers be short and directed to the point, "How can visits be made profitable?"

Mr. Robin moved that a copy of Examiner Phelon's paper be requested for publication in the SCHOOL JOURNAL.

Motion carried.

The most of the members entered heartily into the discussion of Mr. Phelon's paper.

On motion of Mr. Bell, a committee was appointed to report a uniform method of reporting the average number of pupils belonging in the different schools throughout the State.

Messrs. Bell, Waltz, Hunter, Phelon, Gow and Boyce were appointed as the committee.

The Committee on Nomination of Officers for the next year, reported D. E. Hunter, as President, and W. P. Phelon, as Secretary.

The nominations were confirmed by the Association.

Mr. Vail, of Kokomo, offered the following resolution, which, after much discussion, was adopted:

Resolved, That the general average of teachers' examinations consist in a knowledge of the eight branches required by law, modified by other evidence of qualification. That a general average of seventy to seventy-five entitle the applicant to a six months' certificate, provided he pass sixty-five per cent. in orthography, reading, arithmetic and English grammar. General average of seventy-five to eighty-five, with seventy-five per cent. on

four branches, twelve months. General average of eighty-five to ninety-five, with an average of seventy-five per cent. on four branches, eighteen months. General average of ninety-five and over, with an average of eighty on four branches, twenty-four months, provided, that where an applicant falls below fifty per cent. in any of the branches upon which he is examined, no certificate shall be granted.

After some discussion as to whether the teachers should be limited to time in examinations, and a few words of encouragement from the Superintendent of Public Instruction, the Association adjourned.

H. L. RUST,

Secretary.

COLLEGIATE AND HIGH SCHOOL SECTION.

TUESDAY, December 26, 1871.

The Collegiate and High School Section of the State Teachers' Association met in the High School building, and was called to order at 2 o'clock by the President elect, Dr. R. T. Brown.

After his inaugural address, the President called upon Prof. Thompson to lead in prayer.

The records of previous meetings not being present, and a doubt existing as to who the Secretary of this Section was, W. W. Byers was appointed Secretary.

In consequence of the absence of President Bowman, both orders of business for the afternoon were laid on the table.

By a unanimous vote the rules were suspended, and the hour was occupied by the discussion of the following question propounded by J. H. Smart:

"What are the advantages and disadvantages of the Preparatory Department in our Colleges?"

The discussion of this question was participated in by President Moore, Profs. Hamilton and Thompson, Sup't Hopkins, and Messrs. Smart, Cole, McRae, George P. Brown and Dr. Brown.

The programme for the next session was amended, and the Association adjourned to 2 o'clock the next day.

WEDNESDAY, December 27, 1871.

The Section was called to order at 2 P. M., in the upper room of the High School building, by Dr. R. T. Brown, and opened with prayer by Professor Rogers.

The first order of business was the subject of "College Prizes and Honors," by Professor John S. Campbell.

Professor Campbell thought it a matter of not much importance whether prizes and honors are bestowed or not. Colleges that give them have lived and flourished, and will continue to do so. On the other hand colleges that do not give them will continue to flourish. Prizes and honors beget jealousies, and they tend to make only good recitation scholars. It does not do justice to all. Many who do not recite as well as others, and consequently do not receive as high a mark, make the most successful men in life, and when these men reach positions of honor and trust, the speaker did not want them to come to him and say that he had done them injustice. The judgment of the students often differs from that of the faculty, and in rendering their decision the faculty often lose their influence over the students.

On motion of Prof. Thompson, a vote of thanks was tendered Prof. Campbell for his able address.

Prof. Thompson also spoke on the subject, disapproving of the bestowal of prizes and honors.

The hour allotted to this subject having expired, the rules were suspended to permit the continuance of the discussion, and Dr. Holmes, Professors Hobbs, Ridpath and McBae spoke to the subject.

The regular order of business was then resumed, and Dr. Brown read an address upon the "Best means of securing Temperance among the students."

A vote of thanks was tendered Dr. Brown, and a copy of his address requested for publication in the SCHOOL JOURNAL.

The next order of business was "English Literature, how should it be taught?" by Joseph Moore, President of Earlham College.

As a summing up of the course to be pursued, Pres't Moore gave the following:

1. Origin of the English language.
2. History of the English language.
3. Grouping English authors in chronological order.
4. Brief biographies of living authors.
5. Characteristic specimens of their literature.
6. Critical examination of selected pieces.

7. Aid students in profitable modes of reading critically by reading with them.

8 Other aids found in lectures, cyclopaedias, etc.

9. Have them write their own criticisms.

On motion, the action of the General Association making this Section a part of the State Association, was confirmed.

President Moore was elected President for the ensuing year, and W. W. Byers Secretary, after which the Section adjourned till 2 o'clock, P. M., to-morrow.

THURSDAY, December 28.

The Section was called to order at 2 o'clock, P. M., by the President, Dr. R. T. Brown.

The minutes of the two previous sessions were read and approved.

The first order of business was, the discussion of the question, "Should all Colleges admit females to all privileges?" by Prof. Mills, of Wabash College.

Professor Mills being absent, the discussion was opened by Professor Thompson.

The speaker thought that there could be no objection to opening all Colleges for the admission of ladies who live in the vicinity, where they have the protection of their parents; but that it would not be advisable for ladies from a distance to enter Colleges where young men are in attendance. The course of study laid down for young men is not such as young ladies need. Young ladies need as thorough and as extended an education as young men, but it should be of a different kind.

Professor Rogers thought that there is no sex in mind, and that the results of the experiments of the co-education of the sexes in the College course have shown that ladies are fully the peers of their brothers. He thought that the prejudice of parents was owing rather to the fact that the admission of females to our higher institutions, is an innovation, than from any well-grounded objection to the plan; that patronage from abroad is limited because the plan is still regarded as an experiment, and parents are waiting to see the wisdom of the change. Instead of any serious objection to the commingling of the sexes, the results have

shown that the humanizing influences are mutual, and the advantages reciprocal.

Dr. Brown cited the example of the N. W. C. University. He sometimes found young ladies who could not learn the mathematics, and so had he found young men, and so with other studies. With his twelve years experience he could not say that he had noticed any particular difference in the minds of the two sexes, except as influenced by the incentives which governed them. The higher professions are not open to young ladies, and therefore they can have no object in preparing themselves to fill them. They had had no difficulty in governing the two sexes when together, because they govern themselves. His experience was that there is not so much danger in sending young ladies from home as in sending young men. He was emphatically in favor of admitting young ladies into all Colleges and all departments where any human being might go.

Pres't Moore admitted that trying a few experiments does not settle any question, but it is remarkable that in no case where this experiment has been tried, has it failed to give satisfaction. He cited Earlham College as an example, and said that his experience had been the same as that of Dr. Brown. For a few years they had a separate course of studies for young ladies, but they now pursue the same course as the young men.

Pres't Holmes was convinced that there was no difference in the minds of the two classes of pupils, and cited the example of U. C. College at Merom. They have no dormitories. Young ladies and young gentlemen board in different families, and all observe study hours strictly. The highest incentive to study is the development and perfection of the human soul.

Prof. Hobbs would rather undertake to manage a school where both sexes are admitted, than one with young men only. He wants each young man to be jealous of each young lady, and each young lady to feel jealous of each young man as regards their success in classes.

Prof. Ridpath also spoke briefly on the subject.

The next order of business was the discussion of the question "Should the High School teach Greek?" by Prof. Ballentine.

Prof. Ballentine being absent, Prof. Hamilton opened the discussion by reading a paper on the subject. He advocated the plan of so adjusting the High School course as to prepare all stu-

dents who desire to enter College either for the Freshman or the Sophomore year. This could be done by allowing all who desire to enter the Freshman class to leave such mathematics and sciences as would come in the College course, and in their stead take one year's instruction in Greek, and for those who desire to enter the next class, to take an additional year's instruction in the Greek language. This would leave both the High School and the College course unchanged.

B. C. Hobbs further discussed the subject, presenting the other side of the question. He argued strongly that High School courses should be arranged with reference to the needs of the greatest numbers, and that Colleges should arrange their courses to take pupils just where the High Schools leave them. This would place all the Greek in the College course.

(The Secretary was necessarily absent during this part of the discussion, and did not get all the points in Mr. Hobbs' argument.)

W. W. BYERS,

Secretary.

PRIMARY SECTION.

WEDNESDAY, 2 O'CLOCK, P. M.

The Primary Section was organized in Y. M. C. A. Hall, by the appointment of D. E. Hunter, of Princeton, President, and G. B. Loemis, of Indianapolis, Secretary.

Mrs. Lois G. Hufford, who was to have read an Essay on the "Use and Abuse of Text-Books," was absent on account of sickness.

The subject was discussed at some length by Mr. W. Watkins, of Ohio, who kindly consented to occupy Mrs. Hufford's time.

He argued that a pupil was ready for a text-book when it could extract the idea from a sentence without remembering the words. He said there are three kinds of knowledge—knowledge at first hand, knowledge at second hand, and manufactured knowledge. The first is acquired by experience, the second from other people's experience, and the third from the operations of our own mind. In the second is the place for the text-book, when the pupil has already made great advancement in the acquisition of knowledge.

Miss Maggie Hamilton gave a "Class Drill" in reading. The

children were of the Second Reader grade, and read a piece that was entirely new to them. The lesson illustrated at least two facts—that the children had attained a remarkable proficiency in reading in a *natural* tone of voice, and bringing out the sense of what they read, and that the teacher did her part of the work in a manner almost above criticism. In answer to questions, Miss Hamilton said that she always had her pupils answer in sentences, that she never read a sentence to the children first, and that children were required to give the *sense* of a paragraph in their own words before they were allowed to read it.

THURSDAY, 2 O'CLOCK, P. M.

The Primary Section was called to order by the President, and the minutes of the previous session read.

Miss Emma Jordan, of Indianapolis, read an essay on "Agents of Discipline," which was full of practical and useful suggestions. It may appear in full in the JOURNAL.

Miss A. P. Funnelle, of the Normal School, gave an exercise on "Teaching Morals." She said that the end to be sought in teaching morals is the building up of a good character. To do this, we must make the child a self-conscious, responsible agent in the formation of his own character. The lesson was full of sound philosophy, but needed to be *studied* to be fully appreciated.

The Section adjourned without appointing officers for the next meeting.

Our notes of this Section are meager, as the Secretary failed to furnish us any minutes of the proceedings.


AN anxious mother in Pennsylvania has sent this note to a schoolmaster: "You will oblege me not tu youse that wail Bone on the Like of my Little dautor. Give your Hart to god and Perhaps you will have mor pacence."

THERE are over forty women editorially connected with the New York press.

CHARLES DICKENS, in his twenty-four works, introduces us to two thousand four hundred and twenty-five personages.

GOV. BAKER'S ADDRESS OF WELCOME TO THE STATE TEACHERS' ASSOCIATION

Ladies and Gentlemen of the State Teachers' Association:

HE very pleasant office has been devolved upon me by those having the arrangements for this meeting in charge, of addressing to you a few words of cordial welcome before you enter upon the interesting and important duties for which you have assembled.

It ought to be a matter of rejoicing to every friend of free government, that the subject of popular education continues from year to year to receive increased attention, and that your profession is beginning to assume the place in the public esteem which it deserves to occupy.

I claim not to be an old man; but I can well remember when the common schools of the country were very common indeed. My first experience as a pupil was in one of the old Thirteen States, in a little log school-house, on the slope of a pine hill by the wayside. The school was taught in the winter only, and each returning season brought with it a change of teachers. The teacher had no local habitation, and, with a few noble exceptions, not much of a name. He boarded round with the scholars, as it was called—that is, every evening, or nearly every evening, he changed his domicile; going, to-day, to the home of one pupil, to-morrow to that of another, and so on, until he had enjoyed the hospitality of all his patrons, when he commenced his visitations anew at the top of the list. When the Christmas holidays arrived, it was just as much in order to bar the “master” out of the school-house until he consented to treat his scholars, as it is now to hold Teachers’ Associations and Teachers’ Institutes. Notwithstanding the great inferiority of the educational facilities enjoyed by the masses in the early history of the country, as compared with those afforded at the present day, the fathers of the Republic well understood that free government could not long endure among an ignorant or an immoral people. Washington said that, “In proportion as the structure of government gives force to public opinion, it is essential that public opinion should be enlightened,” and urged upon his countrymen at the close of his official life, “to cherish, as objects of primary import-

ance, institutions for the general diffusion of knowledge." The celebrated ordinance of 1787, for the government of the Territory of the United States north-west of the River Ohio, declared that "Religion, morality and knowledge being necessary to good government and to the happiness of mankind, schools and the means of education shall forever be encouraged." The first Constitution of Indiana, adopted in 1816, declared, "Knowledge and learning generally diffused throughout the community to be essential to the preservation of free government," and made it the duty of the Legislature, as soon as circumstances would permit, "to provide by law for a general system of education, ascending in regular gradation from township schools to a State University, wherein tuition shall be gratis, and equally open to all."

The difficulty of carrying out these well-understood and solemnly declared principles of political economy in a new and sparsely settled country, may, to some extent, be appreciated, when we reflect that thirty-three years elapsed after the adoption of the Constitution of 1816, and the admission of Indiana into the Union as a State, before any attempt was made by the General Assembly to provide by law for a general system of free schools. In 1849, for the first time, a law was passed taxing the property of the State for the education of the children of the State, and even then, so doubtful were the members of the Legislature as to whether such legislation would be sanctioned by their constituents, that they inserted a provision in the act requiring it to be submitted to a popular vote for approval or rejection, and providing that the act should not take effect until approved by the suffrages of a majority of the electors of the State. The people sanctioned the enactment by their votes, and thereby inaugurated a general system of common school education, based upon taxation, which has ever since been continued. The Constitution of 1816, as we have seen, enjoined that provision should be made by law for a general system of free schools as soon as circumstances would permit. The present Constitution, adopted in 1851, omitted this qualifying clause, which gave the Legislature a discretion on the subject, and declared in positive terms that, "It shall be the duty of the General Assembly to provide by law for a general and uniform system of common schools, wherein tuition shall be without charge and equally open to all."

Now, our legislation imposes a direct tax on all the taxable

property of the State for the support of common schools, more than three times the amount levied for the support of the State government, including the Benevolent Institutions of the State; and this tax is in addition to revenue derived from a school fund of more than eight million dollars, set apart for school purposes. In addition to this, cities, towns and townships are authorized to prolong their respective school terms by imposing local taxes in aid of their schools. Although our legislation on this subject is still confusedly imperfect, we have unquestionably made substantial progress, and we may confidently look to the future for greater improvements.

One of the excellencies of popular government is that, whenever an imperfect law, for the promotion of a good end, is adopted, it becomes the means of educating the people up to a point where they will surely demand of their representatives something better, and thus the law-making power and their constituents act and react upon each other for the promotion of the highest interests of the Commonwealth. But among all the instrumentalities which have been employed to elevate the character of our common schools, and the standard of instruction therein imparted, none has been so potent as the combined efforts which professional educators are putting forth for the improvement of themselves and the exaltation of their profession.

The labors of this Association, and the transactions of the numerous Teachers' Institutes that are held all over the State, testify unmistakably to the value of your efforts in the cause of popular education, and in advancing your own vocation to its proper place, that is, to the very front line or vanguard of the professions. Lest I might be suspected, as I am now addressing professional teachers, of indulging in idle compliments, I beg to repeat in your hearing a few sentences which I addressed to the Legislature three years ago. They read as follows:

"The Common School system of the State is gradually but steadily improving, and becoming more thorough and efficient in the great work of educating our children and youth. The increased and increasing pride which the educators of the State manifest in the noble profession to which they have devoted themselves, is worthy of the highest commendation. Indeed, I know of no class of our people who devote so much time and means to the elevation of their profession as the one to which allusion has just been made. If these efforts shall be properly appreciated and encouraged, the time will come when the education of the young will not be

entrusted to those who resort to teaching as a temporary expedient to enable them to prepare for the duties of some other vocation more congenial to their tastes; but our schools will be presided over by trained teachers who love the profession of their choice, and who are anxious to excel in the performance of its duties."

Sincerely entertaining these sentiments towards the profession in whose interests you are assembled, it affords me unfeigned pleasure to be the medium through which you are welcomed to the Capital City of the State.

In the name not only of the educators of Indianapolis, but of her entire people, I bid you a cordial welcome, trusting that your sojourn here may be pleasant, that your sessions may be harmonious, and that the results of your labors may tend to strengthen your attachment to the profession of your choice, and to exalt it in the confidence and esteem of the people of Indiana.

CONDUCTING RECITATIONS—II.

BY WM. F. PHELPS,

President of the Minnesota State Normal School at Winona.



TWO of the more important objects of the recitation were discussed in the preceding paper. These objects were stated to be—1. To develop the power of clear and consecutive thought—2. To cultivate the habit of concise and accurate expression.

To think clearly, and to express thought with ease and precision, imply also an increase in the attainments of the pupil. Subjects for study are placed before the mind as *occasions* for its activity or exercise. An increase of knowledge carries with it an increase of power. Lessons are assigned which are to be mastered. The recitation, when properly conducted, will determine exactly how far this mastery of subjects has been effected by the pupil. Hence, it may be affirmed,

III. That another object of the recitation is *to test the accuracy and extent of the attainments of the class*. Each and every lesson should afford the proof of new conquests by the learner. It should demonstrate that some truth, unknown before, has been added to his mental stock, or that something hitherto dimly perceived has ripened into clear conviction, perfect fruition. In the

absence of this assured result, or at least of some approach to it, the recitation has failed in its purpose, and the time and labor of all concerned in it may be accounted as loss. All real progress in education must necessarily be slow. There is neither a royal road nor a railroad to the temple of learning. Nevertheless there ought to be positive progress with each day, and an additional conquest, however small, with each encounter in the class-room. To aim at these definite and positive results should be the ambition of every teacher, and although he may not always reach them, he will accomplish vastly more than by rambling and discursive effort.

IV. It is an object of the recitation to increase the attainments of the class, to add to the knowledge which its members may have acquired in their study hours.

A teacher whose acquirements are limited to the text-books he uses, can never achieve real success in conducting his recitations. "A good schoolmaster," says Guizot, "must know much more than he is called upon to teach, in order that he may teach with intelligence and taste." It is a question worthy of consideration whether the ambition and love of study inspired in a class by a scholarly, skillful and enthusiastic teacher are not worth more to the pupils than all the studying they are able to do. What is more contagious than example? What is more glorious than a noble example as an inspiration to worthy deeds?

The teacher who does not show that he can go beyond the text-books in his search after truth, and enrich the knowledge which his pupils have acquired by copious additions to it from his own well-furnished store-house, is lacking in the first element of power in his great work. This is, in fact, one of the true secrets of power in teaching. It secures the confidence, it arouses the interest, it commands the respect and admiration of the class and supplies the most needful conditions to its progress. Hence, let the teacher ever go before his pupils in the class room full of his subject, all aglow with its spirit, ready to meet every difficulty, to answer every objection, and supply every omission which may arise in the course of the sharp drill that is to follow.

V. The recitation should determine the habits of study which each pupil is forming, and correct whatever may be faulty in his method, as well as eliminate the errors that are revealed in his knowledge of subjects.

Man has been not inaptly denominated "a bundle of habits."

Education is the development of character through the processes of forming right habits. The character of an individual is the sum total of the habits he has formed, If the latter be good, the former will be good; if bad, bad. The great aim of the Educator, therefore, should be *to form good habits, and only good habits*. The recitation affords the best indications as to the quality of the mental habits of the pupils. The teacher should be a close observer of these indications, and should strive to *teach his pupils how to study*. The education of any individual is far advanced when he has learned the best methods of using his faculties in the pursuit of knowledge and in discharging the manifold duties of his station in life. To *correct* errors in the method of using the faculties, is the surest way to *prevent* errors in the knowledge of the subjects taught. Errors in the mastery of facts and principles are the result of a wrong use of the faculties. Therefore let precision and accuracy in mental labor be the constant care of those who guide and direct the education of our children and youth. To secure these, is one of the prime objects of the recitation.

Finally, any statement of the true theory of the recitation will be incomplete which does not *refer to its moral uses*. Brought into such intimate relations with his pupils as is the teacher during this vital and oft recurring occasion, it would be strange indeed if he should omit to make full use of his power and influence to develop in them all that is kindly and winning in manner, pure and upright in heart, lovely and noble in life and character. And here the power of the teacher must be almost wholly in a spotless example. He is the inspiring genius of the occasion. His spirit must be gentle, his manners winning, his temper even, his judgment cool and his decisions prompt and just. With such a moral frame of mind, joined to scholarly attainments and professional skill, his *influence over the hearts* as well as the intellects of his pupils, will be almost without limit, gently moulding their characters to that standard of excellence which embodies all that is pure, lovely and of good report.

In the succeeding article it will be my aim to consider what should be the *preparations for the recitation*.

A BAD sign—to sign another man's name to a note.

OFFICIAL DEPARTMENT.

CORPOREAL PUNISHMENT.

PUTNAMVILLE, IND., Dec. 20th, 1871.

Hon. M. B. Hopkins, Superintendent of Public Instruction :

DEAR SIR :—Does the law tolerate corporeal punishment in the schools?

Yours truly,

R. H. BOWEN.

REPLY.

JANUARY 3d, 1872.

DEAR SIR :—Your favor of the 20th ult. came duly to hand.

There is no statute upon the subject of corporeal punishment. The Supreme Court, however, declares the law as follows :

"The law still tolerates corporeal punishment in the school-room. The authorities are all that way, and the legislature has not thought proper to interfere. The public seem to cling to a despotism in the government of schools which has been discarded everywhere else. Whether such training be congenial to our institutions and favorable to the full development of the future man, is worthy of serious consideration, though not for us to discuss. In one respect the tendency of the rod is so evidently evil, that it might, perhaps, be arrested on the ground of public policy. The practice has an inherent proneness to abuse. The very act of whipping engenders passion, and very generally leads to excess, where one or two stripes only were at first intended, several usually follow, each increasing in vigor as the act of striking inflames the passions. This is a matter of daily observation and experience. Hence the spirit of the law is, and the leaning of the courts should be, to discountenance a practice which tends to excite human passions to heated and excessive action, ending in abuses and breaches of the peace. Such a system of petty tyranny can not be watched too cautiously nor guarded too strictly. The tender age of the sufferers forbids that its slightest abuses should be tolerated. So long as the power to punish corporeally in the school exists, it needs to be put under wholesome restriction. Teachers should, therefore, understand that whenever correction is administered in anger or insolence, or in any other manner than in moderation and kindness, accompanied with that affectionate moral suasion so eminently due from one placed by the law "*in loco parentis*"—in the sacred relation of parent—the courts must consider them guilty of assault and battery, the more aggravated and wanton in proportion to the tender years and dependent position of the pupil. Were it within the province of these discussions, how many other objections to the rod, based upon its injurious moral influence on both teacher and pupil, might be

assumed. One thing seems obvious. The very act of resorting to the rod demonstrates the incapacity of the teacher for one of the most important parts of his vocation, namely, school government. For such a teacher the nurseries of the Republic are not the proper element. They are above him. His true position will readily suggest itself. It can hardly be doubted but that public opinion will, in time, strike the ferule from the hands of the teacher, leaving him, as the true basis of government, only the resources of his intellect and heart. Such is the only policy worthy of the State, and of her otherwise enlightened and liberal institutions. It is the policy of progress. The husband can no longer moderately chastise his wife; nor, according to more recent authorities, the master his servant or apprentice. Even the degraded cruelties of the Naval service have been arrested. Why the person of the school boy, "with his shining morning face," should be less sacred in the eye of the law than that of the apprentice or the sailor, is not easily explained. It is regretted that such are the authorities—still, courts are bound by them. All that can be done, without the aid of legislation, is to hold every case strictly within the rule; and if the correction be in anger, or in any other respect immoderately or improperly administered, to hold the unworthy perpetrator guilty of assault and battery."—*Cooper v. McJunkin*, 4 Ind., 290.

OFFICIAL VISIT TO ALLEN COUNTY.

On Friday, the 15th of December, I paid an official visit to Allen county. The County Institute was in session; Mr. J. H. Smart, S. E., Superintendent City Schools, and member of the State Board of Education, was presiding at the sessions of the Institutes. There were present about one hundred and seventy teachers. Some fine lessons in primary teaching were given by one of the lady city teachers. A lesson in English Grammar of a high order was also given by another lady. One of the Professors from the College gave two good lessons on the best method of teaching per centage. Here I had the pleasure of meeting the indefatigable Daniel Hough, well known in educational circles as an experienced and successful educator. He talks good sense all the time, on all subjects connected with schools. Ex. Smart throws his whole sole into the work. He is determined that old Allen shall stand in the front rank.

The city of Fort Wayne enumerates eight thousand two hundred and thirty-nine children. She educates at her public schools two thousand six hundred and forty. This is accounted for by the fact that her population is largely Catholic, and educate at their own church schools. On the morning of the 16th I had a very pleasant talk with a few of the trustees from the city and county. They are sensible, safe, prudent men, disposed to do everything in their power to promote these schools. Success to all the school officers and teachers of Allen county!

M. B. HOPKINS,
Superintendent of Public Instruction.

EDITORIAL.

STATE TEACHERS' ASSOCIATION.

We would say for the information of those not in attendance, that our late State Teachers' Association was one of the largest and most interesting ever held in this State. The work was all done by home talent, and never was better done. The Papers were prepared with care, were on subjects of general interest, and gave universal satisfaction.

We take pride in calling attention to the fact that the six exercises given by ladies, were in every way equal to those by the gentlemen. We have for years insisted that women should share the exercises of the State Association—that their experiences and suggestions were as valuable as those of their brethren. This year, having the matter largely in our own hands, we determined not only to have ladies represented on the programme, but to give them something to do besides reading a "*Ladies Journal*." We are gratified with the result, and hope that in the future our sisters will be called upon liberally, and that they will feel that they owe it to themselves and to the cause of education to accept these places when offered.

The experiment of having the Association divided into Sections a part of the time, seemed to be a success. At these Section meetings such topics were discussed as were not of general interest.

The Superintendent's and Examiners' Section was well attended. I have never before seen so many Examiners together.

The Collegiate Section was not so well represented. While we have, connected with our Colleges, a few wide-awake men who have an educational interest outside of their own narrow circles, we have too many belonging to the same class, as an honored Professor whom we have in mind, that is accustomed to *read* during the greater part of the time of his recitations. They teach in the good old way in which our fathers and grandfathers taught. They attend no County Teachers' Institutes, they seldom, if ever, attend the State Teachers' Association, and many of them we are assured never take any special interest in matters that pertain to the welfare of the communities in which they live. They have no interest outside their own special departments. Our College men ought to be our liveliest men. We hope at another meeting to see our Colleges better represented.

As usual, we had a few unfortunate failures by persons whose names appeared on our programme. We fully sympathize with the vote of censure that was passed by the Association in reference to those persons who had accepted appointments, and then, without valid excuse, *failed to keep their*

promises. When teachers give up their holiday vacations and spend their money to attend an Association, they have a *right* to expect what is promised them in the programmes sent them, and no person, for any ordinary excuse, is justifiable in causing a disappointment. Sickness is a valid excuse, but not subsequent engagements.

We devote most of our space this month to the proceedings of the State Teachers' Association. We take it for granted that all teachers, whether in attendance or not, will be glad to have a detailed account of this annual meeting. Some of the more practical papers read before the Association will be published in the JOURNAL.

Gov. BAKER's Address, which we publish, will be read with interest. It is well known to the educators of this State that Gov. Baker takes a deep interest in everything connected with the educational interests of our commonwealth. No other Governor has ever taken the same interest or done so much in this direction. Read his address.

'THE HOOSIER SCHOOL MASTER,' noticed in our book-table, is a book so full of interest that every Hoosier teacher will wish to read it. To any one who will send us five subscribers to the JOURNAL at the regular rate, one dollar and fifty cents each, we will send the Hoosier School Master by mail, prepaid. This will afford the opportunity to get a good book without money and almost without price.

We are placed under the necessity of again begging the indulgence of a large number of our subscribers for not forwarding the JOURNAL as soon as their subscriptions were received. We thought our January issue so large that we should be able to supply back numbers for at least four months, but so general and so prompt were the renewals of those whose subscriptions expired with the year, that by the 5th of January our issue was entirely exhausted. Although the time of several hundreds of our subscribers expired with the year, our list is the largest it has ever been, being at least one thousand more than it was last year at this date.

That we may accommodate those who wish to begin with this volume, we make the following proposition to those who have read their January JOURNALS, but do not desire to file them: We will extend the time of subscription of any one who will return us the January number of the JOURNAL, *two months*. Perhaps some teachers who were at the State Association took a copy and have also received a copy through the mail; if so, they will do us a special favor by returning us one of the copies.

By reference to the minutes of the Superintendent's and Examiners' Section, it will be seen that a resolution was passed requesting the State Board of Education to make the questions sent to Examiners *more difficult*.

Also, another resolution was passed advancing the average on which certificates should be granted.

If both these movements are carried into effect, unless Examiners do "liberal marking," teachers will be scarce for some time to come. Since the request was made to have the questions more difficult, we are of opinion that the move to advance the grading was not wise. Certainly the matter should have been more fully discussed and the opinions of more Examiners obtained.

We believe that the qualifications of teachers should be advanced year by year, but it is the safest and generally the *surest* plan "to hasten slowly." The standard can be advanced in three ways—1. By making the questions more difficult. 2. By marking more closely. 3. By raising the general average on which certificates are granted. We feel quite confident that most Examiners will not be able to employ more than the first two methods for at least one year to come.

MISCELLANY.

THERE are about four hundred Colleges in the United States.

THERE are eighty-one Normal Schools in the United States, and about six thousand students attending them.

WE have fifty-five subscribers in Grant county—nearly all new ones. This shows well for both Examiner and teachers.

THE Club rate of the **SCHOOL JOURNAL** and the enlarged "*Little Chief*," will in the future be two dollars.

THE next Annual Session of the State Temperance Alliance will be held in Lafayette, in Corinthian Hall, February 6th, 7th and 8th, 1872, commencing at 2 o'clock, P. M., Tuesday the 6th.

THE Kansas State Normal School, of which Prof. Hoss is President, closed its Fall Session at the Holidays. The enrollment was one hundred and twenty, with an average attendance of nearly one hundred. We congratulate Prof. Hoss on his auspicious opening.

WE regret very much that we cannot comply with the many requests we have to send back numbers. Our list of subscribers has increased so much more rapidly than we had anticipated that our back issues are entirely exhausted.

AT the Wabash County Institute a club of *fifty-five* subscribers was raised for the **JOURNAL**. This places Wabash ahead, as we have never before received so large a club at one time. We send sixty-eight copies of the **JOURNAL** to that county, *forty-two* of which go to the town of Wabash. Alvah Taylor is School Examiner, and J. J. Mills is Superintendent of the Wabash Schools.

THE "*Little Chief*" has passed into the hands of Mr. W. H. Hobbs, son of Ex-Superintendent Hobbs, who will edit and publish it in the future. Mr. Hobbs is a person of more than ordinary energy and good taste, and will make still better what is already an excellent paper for boys and girls. It has been enlarged, and the price accordingly advanced to one dollar per year.

A **MR. SAGE** has offered to give to Cornell University one hundred thousand dollars on condition that ladies shall be admitted to all the privileges of the institution. It is understood that a majority of the Faculty favor the admission of ladies, and the probabilities are that they will be admitted.

Perhaps some one could *bride* the old foggy Trustees that control Wabash College to open its doors to the ladies.

NEVADA pays a higher salary to teachers than any other State or territory in the Union. Males receive one hundred and eighteen dollars and seventy-five cents, in coin, per month; and females receive ninety-two dollars and sixteen cents.

North Carolina pays teachers the lowest salary. The average for males is twenty dollars and fifty cents, and for females eighteen dollars and fifty cents.

We have a letter from a teacher stating that the school houses in his county and the adjoining counties are poor, and are not well furnished. Also, that the Trustees and Examiners do not visit the schools as they should, etc. We have no doubt of the truthfulness of all these statements, but we know of no immediate remedy. Let the teachers prepare themselves to do their work well and create a public sentiment in favor of education—let them write for their county papers, hold teachers' meetings, and be sure to send men to the next legislature that will give us County Superintendents, and these evils will gradually pass away.

THE ILLINOIS STATE TEACHERS' ASSOCIATION met at Dixon, Ill., during Holiday week. The President, J. H. Blodgett, writes us that the telegram sent by the Indiana Association did not reach them till after adjournment, hence no answer.

The interest in the Association was much diminished by the numerous failures of those whose names appeared on the programme. A vote was passed severely censuring those who without good excuse should cause similar disappointment in the future.

The Association endorsed the report of a special committee on the President's address, commending as worthy of special attention the following points: 1. The connection of the school education with political economy and social science. 2. The dangers to the free school system from bad financiering. 3. The necessity of making better provision in our large towns for those pupils who are not able to fit into the regular grades. 4. The tendency to turn to special studies before a good foundation is laid for a higher education. The committee also deemed the following worthy of further consideration, but were not prepared with any positive opinion upon them. 1. The transfer of the teacher with the pupils from grade to grade, so that the personal influence of the teacher can be impressed more strongly upon the pupils. 2. The establishment of polytechnic or industrial training schools as a part of our school system.

VISIT TO THE RUSHVILLE SCHOOLS BY AN OLD TEACHER.—David Graham, the present efficient Superintendent, was called to take charge of the Rushville Schools, or rather to *organize* them, about three years ago. It is a sufficient compliment to Mr. Graham to state the *fact* that the schools are *organized thoroughly*. In this respect we doubt if there is another school in the State that ranks higher. Mr. Graham's Assistant Teachers, of which there are seven, are, *all of them*, so well adapted to the work of their respective departments, and so imbued with the true inspiration of real educators, that after spending an hour with each, we could not decide in favor

of any one of them. In these schools there is no attempt at display, the pupils are happily engaged with the business of each hour. No time is lost in futile efforts to secure order or quiet, the pupils are still with employment. Not an idler to be found. The order seemed to be perfect in all of the departments, and yet there was no visible *forced work*, nor did we observe too much mechanism, which is so often the case in Graded Schools. The pupils seemed to be wholly managed by the influence of *character*, and governed by intellectual and moral forces, without exception. They are taught to do *one thing* at a time, and to do that perfectly, and no where have we observed a more perfect demonstration of the old adage, "well begun" is "more than half done," than in these schools. We commend the true business character of the Rushville schools, and the care with which the teacher avoids all extremes, both as to methods of teaching and governing their pupils.

SCHOOL REPORTS OF VARIOUS CITIES FOR DECEMBER.

		No. of days of School.	Average No. attending.	Average daily attendance.	Per cent. of attendance or average belonging.	No. of Tardies.	No. neither tardy nor absent.	Name of Superintendent.
Indianapolis.....	5428	19	4783	4415	92.0	1291	8231	A. O. Shortridge.
Evansville.....	3815	14	3374	3073	91.1	2101	586	A. M. Gow.
Terre Haute.....	2439	19	2316	2177	94	1029	770	Wm. H. Wiley.
Logansport.....	1228	15	932	871	93.4	115	513	Sheridan Cox.
Muncie.....	621	20	638	457	85	15	106	H. S. McRae.
Goshen.....	691	20	618	572	92.6	246	180	D. D. Luke.
Beymour.....	553	19	409	383	94	113	203	J. J. Housekeeper.
Attica.....	496	18	408	370	91.5	80	154	J. W. Caldwell.
Frankfort.....	409	15	320	298	93	87	201	E. H. Staley.
Greensburg.....	304	20	568	546	96.5	35	206	Chas. W. Harvey.
Vernon.....	210	19	170	161	94.7	77	117	R. W. Wood.
Franklin.....	628	20	598	578	96.6	29	448	E. H. Boyce.
Weymouth.....	347	18	346	322	93	277	M. A. Barnett.

INSTITUTES.

WELLS COUNTY.—Pursuant to a call of the Examiner, the teachers of the county met at the Court-House at 10 o'clock, A. M., November 13, and proceeded to organize an Institute by the election of the following officers: Prof. J. S. McCleery, Pres't, Prof. F. S. Reefy, Vice-President, and Messrs. J. L. Grimes and J. W. Ady, Secretaries.

The Institute was addressed by the Chairman, and also by the Vice-President, and then adjourned to meet at 1 o'clock, P. M., in the new Union School Building, where the subsequent day sessions were held.

Seventy-six teachers were in attendance, and from the interest which they took in every subject presented, they showed that they had a professional pride, and desired to become better qualified to discharge the arduous and responsible duties of the school room. Prof. A. G. Alcott

was present from the beginning to the close of the Institute, and had charge of the reading, elocutionary and gymnastic departments. He gave several lessons each day, and proved to those who heard him that while he was master of the subject himself, he knew how to successfully communicate his knowledge to others. Profs. Daniel Hough and J. M. Olcott, of Indianapolis, were also present. Prof. Hough gave instruction in map-drawing. Both of these gentlemen did good service by giving lessons in the best method of teaching several of the elementary branches. It is but just to say that much of the success of the Institute must be attributed to the energy and labors of our resident teachers.

The night sessions of the Institute were devoted to answering queries, lectures and discussions. On Monday evening the Institute was favored with an eloquent and instructive lecture by Dwight Clinck, Esq., of Chicago, on the great fire. On Tuesday and Thursday evenings Prof. A. G. Alcott gave public elocutionary entertainments, which were well received. On Wednesday evening, after listening to an instructive lecture upon Physiology in the school room, by Dr. A. L. Sharpe, of Greenville, Ohio, the Institute discussed the subject of compulsory education. It seemed to be the general opinion that some appropriate legislation in this direction was greatly needed. The Institute informally decided that Township Trustees should be allowed to select their respective corps of teachers. There is no longer any doubt in the minds of the people of this county as to the practicability and usefulness of Teachers' Institutes. We regret that the law has made such meagre provisions for their encouragement. If the State would place at the disposal of the School Examiners a sufficient sum to enable them to employ the best Institute instructors, the advantages of the Normal Schools which she has so wisely established might, in some measure, be extended to the children in all parts of the State.

J. S. McCLEERY,

School Examiner.

WABASH COUNTY.—The Teachers' Institute of Wabash county convened on the 18th of December and continued five days. The enrollment was large and the attendance full throughout.

Efficient instruction was given by Daniel Hough, J. M. Olcott and W. A. Bell. Hon. M. B. Hopkins was present one day and met the Examiner, Trustees and teachers in conference on the interests of the schools of the county. Among many other practical suggestions, he urged the Trustees to take measures to carry on the public schools nine months in the year. Three evening lectures were given during the week; one by Sup't Hopkins, another by J. M. Olcott, and a third by W. A. Bell. All were entertaining and were listened to by large audiences.

Rev. F. A. Wilbur, of the Wabash Seminary, gave to the Institute a practical and highly entertaining address on the *Teacher and his work*.

Resolutions were passed favoring County Superintendency, increased length of school terms, etc.

The Institute was very successful, and must do much towards advancing the educational work in the county.

PULASKI COUNTY.—The Sixth Annual Session of the Pulaski County Teachers' Institute, was held in the German Reformed Church in this place during the week commencing December 25th, 1871.

We had five night sessions conducted the same as the exercises during the day.

Number enrolled fifty-eight; and the average daily attendance nearly forty-eight. We have about sixty-five schools in our county.

Every teacher in attendance belonged to our county, and *nearly* every one took some part in the exercises. Those most active in the discharge of duties assigned them, were Messrs. Wm. Williams, E. N. Hughes, L. W. Hubble, G. R. Allen, and Misses Belle Mallen, Nannie Estes, E. J. Reeder and Julia Reed.

The teachers of this county are *young* men and women; and nearly all manifest a lively interest in their business. The time is not far distant when our little county out here can safely boast of as competent a corps of instructors as any county in the State.

Among many others, the following resolutions were adopted:

That teachers of like qualifications should receive equal compensation throughout the county.

That it is the duty of every teacher to read some educational journal.

That the teachers of this county should pay more attention to the subject of orthography.

That we tender to S. Weyand, the School Examiner, a vote of thanks for the interest manifested in the teachers of the county, and the promptitude with which he has conducted the Institute.

That a copy of Webster's Unabridged Dictionary should be furnished every school room.

Twenty-three applicants were examined on Saturday (30th), seventeen of whom succeeded in getting license to teach.

As recommended by the State Board of Education, I hold examinations on the last Saturday of each month, and at *no other time*. I think this rule should be adhered to more rigidly. It is a right step in the right direction. The less frequently examinations are had the more rigid examiners will be, and a greater effort will be made by teachers to be prepared for the conflict.

S. WEYAND,

Examiner.

PARKE COUNTY.—The Parke County Teachers' Institute commenced January 2d, and continued five days. There was an unusually large attendance the first day, which increased until the close of the Institute. All in all, it was the best Institute we have had for a number of years, and developed the fact that our Common School system is becoming more and more endeared to our people. It shows, also, that our teachers are recognizing their responsibilities as instructors, and are preparing themselves for their important work.

We were exceedingly fortunate in securing instructors for the Institute. Prof. W. A. Bell, of the SCHOOL JOURNAL, took charge of the work until

Thursday evening. Prof. Charles, of Chicago, and Prof. J. M. Olcott, of Indianapolis, conducted the exercises on Friday, and Prof. B. C. Hobbs, Ex-Superintendent of Public Instruction, on Saturday. With such instructors, and an earnest set of teachers, it is needless to say that our Institute was a great success.

In addition to the regular work of the Institute, we had a course of excellent lectures at the National Hall during the evenings. Prof. Bell lectured on Tuesday and Thursday evenings upon his "Travels in Europe." Prof. Hobbs, on Wednesday evening, upon the "Objects to be attained by the Teacher;" and Friday evening, upon the "Six Days of Creation, or, Opening the Book of Nature and Revelation together." There was a fair attendance the first evening; and afterwards each evening a large audience attested the merit of these interesting and instructive lectures. There were so many excellent features about our Institute that I can not refer to all.

The Institute closed on Saturday. The Teachers and School Officers returned to their work, all feeling that five days had been profitably and pleasantly spent, and that our Teachers' Institutes do not come too often.

ARED F. WHITE,

Examiner.

PERSONAL.

MISS MATTIE COLEMAN, teacher of the C Primary Grade in the Franklin schools, taught two months (forty days) with an enrollment of sixty-five pupils, without a case of tardiness. Who can show a better record?

PROF. W. F. PHELPS, who is writing us a series of articles on "Conducting Recitations," belongs at Winona, *Minnesota*, instead of Wisconsin, as our types made us say last month.

CHAS. N. HARVEY, Superintendent of the Greensburg schools, sends us the names of eight of his teachers as subscribers to the JOURNAL. We wish to extend our thanks to Mr. Harvey, and also to quite a number of other Superintendents for similar courtesies.

ELI JAY, formerly a teacher at Earlham College, has lately opened an Academy near Lewisville, Henry county. He began with nearly eighty pupils. He has a new two-story brick building, is a good teacher, and will undoubtedly have a first-class school.

JOHN COOPER, Sup't of Winchester schools, publishes each month a "Roll of Honor." In order that a pupil's name may be placed upon the *Roll of Honor*, his conduct must be correct and his monthly examination at least ninety per cent. Two days at the close of each month are spent in a careful examination of what has been passed over during the month. We doubt whether any teacher in the State is doing better work than friend Cooper.

W. H. POWNER, Examiner of Decatur county, orders sixty copies of the questions prepared by the State Board, and that number of teachers of his county study them from month to month for mental improvement. Is not this a good idea, and could not other Examiners and teachers profit in the same way?

GEO. P. BROWN has been elected Principal of the Indianapolis High School. Mr. Brown was for several years Superintendent of the Richmond schools, and stands high in the State as an educator. He has several times made up his mind to leave the profession of teaching, but has as often repented his decision and returned to his first love. The appointment was a fitting one, as he will fill the place with ability.

BOOK-TABLE.

THE PUBLIC SCHOOL ADVOCATE is the name of a paper recently started in Indianapolis by Geo. H. Higgins & Co., with the special object of advertising Higgins' Bent Wood Furniture, and Higgins' Dissected Maps. The first number looks well, and contains quite a number of interesting articles on school matters in general.

WORD ANALYSIS. By William Swinton, A. M. New York: Ivison, Blakeman, Taylor & Co.

The prominent points in the book are: 1. The clear and simple method of word-analysis and definition; 2. The practical exercises in spelling, defining and the *use of words* in actual composition; 3. The adaptation of the manual, by its progressive character, to the needs of the several grades of public and private schools. It is an excellent little book, and can not fail to be very useful in the school room.

TREATISE ON PUNCTUATION. By John Wilson. New York: Woolworth, Ainsworth & Co.

It is painfully evident to every one who reads, that punctuation is understood less thoroughly than it should be both for the good of the writer and the pleasure of the reader. There are principles even in punctuation. It is not, as many too truly believe, "A mighty maze without a plan." The book is designed to aid all who are in search of light on this subject, and is adapted to the use of schools and colleges as well as to the private use of authors, printers, etc. It is certainly a very useful work.

THE PARSER'S MANUAL. By John Williams. Cincinnati: Wilson, Hinkle & Co.

The author designs that this book may supply two deficiencies, generally encountered in text-books on English Grammar, viz., the want of variety in parsing exercises; and the want of copiousness. Therefore, we find here a copious selection of examples for parsing, presenting great variety and well arranged. Will not its usefulness like the usefulness of other text-book on the same subject, depend upon the skill of the teacher into whose hands it has been placed? It seems, however, very worthy in itself.

INDIANA SCHOOL JOURNAL.

BOOKS IN LANGUAGE. By Hiram Hadley. Chicago: Hadley Brothers.

This little book treats of sentence making, composition-writing, letter-writing, etc., and its study should precede the study of *technical* grammar. I say without hesitation that it is the best book of the kind we have yet examined. We wish every teacher in the State could see it. See advertisement.

YITA; A Tale of the Yo-Semite Valley. By Therese Yelverton. New York: Hurd & Houghton.

This book contains the history of a girl who was born in the great Yo-nite Valley, within the shadow of mountains that like towering battle-
nents seem to reach the skies. Her character was strange and wild, a counterpart of her birth-place, and neither time nor civilization could tame

The book is full of interest, and bears a freshness and originality upon pages that render it very pleasing. For sale by J. H. V. Smith, City Book Store, Indianapolis.

HAM'S MENTAL PHILOSOPHY ABRIDGED. New York: Harper & Brothers. J. M. Olcott, Indianapolis, Agent.

The philosophy of the mind has grown up, like other sciences, from all beginnings. It has now reached a point of definiteness that makes eminently practical. Teachers, whose work it is to train the mind, can afford to be ignorant of the laws of the mind. Parents, whose privilege it is to direct the unfolding of the child's mind from infancy to maturity, can not, with impunity, remain ignorant of a science that can help so much in the education of their children. Hence Mental Philosophy should be a universal study. The book under consideration is a standard work, and is especially designed for High Schools and Academies.

A TEACHER'S MANUAL. By Hiram Orcutt. Boston: Thompson, Bigelow & Brown.

Hiram Orcutt, who is at present Principal of Tilden Ladies' Seminary, West Lebanon, N. H., is the author of the book. He has embodied in this volume the result of a long and successful experience. The book contains six chapters on the following topics: The Discipline of School; The Teacher's Qualifications; The Dignity of the Teacher's Work; Remarks to Teachers; The History and Importance of Common Schools. The last chapter on numbers was written by Ephraim Knight, Prof. of Mathematics New London Institution, N. H. There are many valuable suggestions in it.

HARPER'S WEEKLY still continues its visits that are so much prized. Its features are exceedingly pointed, its reading matter furnishes the greatest variety, and take it altogether it is, perhaps, the most attractive Weekly published.

The January number of Scribner's Monthly is truly what its publishers promised it should be—a holiday number. The illustrations are superior to those found in any other American magazine. It has been enlarged and improved since last year, and is every way worthy the new price, four dollars per annum.

THE HOOSIER SCHOOL MASTER. By Edward Eggleston. New York: Orange Judd & Co. Indianapolis: Bowen & Stewart.

This book, so deservedly popular, will prove most entertaining to every Indiana teacher, since many a one can find in Ralph's troubles *some* experience similar to his own. After reading, we wonder whether the charm of the book is in the upright character and bull-dog principle of Ralph, in the real, child goodness of Shocky, in the knavery of the Jones's, or the womanliness of Hannah, but conclude that not any single character creates the fascination, although Matilda Means is exceedingly ridiculous, and Betsey Short very *natural*, and Miss Hawkins an admirable caricature on some folks who think the *East* is the center of the universe, but that the real merit consists in the vivid and lifelike manner in which the story is told, causing the reader to forget that he is reading what is only the product of an imagination.

THE "OLD AND NEW," edited by E. E. Hale, of Boston, is one of the ablest monthly magazines in the country. It contains no pictures, but its pages are solid and filled with the best thoughts of the best writers our country affords.

OUR YOUNG FOLKS, the best magazine for children published in the world, visits us this year with renewed attractions. Jack Hazard has "A Chance for Himself," for which I am sure all who followed him through his adventures last year will be glad. The February number promises an article from Prof. Clarke, telling "What the Stars are made of." A new Robinson Crusoe will extend through several numbers. It is published in Boston by J. R. Osgood & Co.

[LOCAL.]

"WILSON, HINKLE & Co.'s *Illustrated Catalogue* has been received. To those of our readers who are wont to think New England still stands far ahead of the rest of the country in educational matters, we would commend an examination of this Catalogue, which may be had on application to the publishers at Cincinnati. Printed in the most beautiful manner, containing the names of some of the very best publications now before the public, and covering almost the whole ground of instruction, except the classics and foreign languages; this little book is a fitting exhibit of that peculiar enterprise and tact which have enabled the publishers with true Western enthusiasm, to enter the lists with, and so soon rival, our old and long established houses in the East."—*Rhode Island Schoolmaster*.

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ON THE PROBABLE FUTURE OF OUR SCHOOL SYSTEM.

BY T. H. SAFFORD,

Director of Dearborn Observatory, Chicago.



THE American School System resembles, in important respects, that of Prussia; indeed some parts of it have been thence derived; and our schools are now passing through some modifications similar to those which the German institutions have already undergone. We can, therefore, predict with some probability what our schools will become, if we study the history of those in Germany, making sufficient allowance for the difference in detail between the two countries; the general principles must be the same.

Our primary and elementary schools are rapidly improving, so that elementary studies can be much sooner completed; the change which they are undergoing is about this: The natural development of the child's mind is studied; subjects are introduced at the proper times, and even parts of subjects; the methods are so improved that the pupils must learn to think, as far as their ages allow, from the earliest school age. The Kindergarten system is making progress as a preparation even to an ordinary primary school.

Again, the ground gone over is diminishing in quantity and improving in thoroughness of treatment. It is gradually becom-

ing evident that quality, not quantity, is the true test of school-work; that a few essential principles lie at the basis of every science, and if these are completely mastered the science itself is mastered.

It is also becoming evident that every science has its *primary* degree, its *secondary*, a higher degree, and its highest, a professional degree.

All these things being considered, we have to arrange our schools in a corresponding manner; and to adopt something like the following system of schools:

Primary School,	Primary School,	Primary School,
Higher Elementary School,	Grammar and High School,	Classical School,
Normal School for		(College,)
Primary Schools;	Polytechnic School;	University.

This is the German system, generally considered; the terms used are somewhat various. The primary school (called *Volkschule*) includes the higher elementary school, not always complete enough for a preparatory normal school. The grammar and high school is mostly called "*Realschule*," "higher burgher-school;" the classical school is called "*Gymnasium*."

The first principle which their experience has found necessary is that, for the most part, and especially in the higher classes, the three classes of schools must be separated after the primary school, not but that pupils can pass from one to the other without recommencing from the beginning; but the classics are taught separately.

I consider these changes likely to take place in our schools:

The high school studies, especially geography, natural history and modern languages, will be more attended to in the grammar-schools. The elements of all these studies must be learned early, if the pupil is to learn them at all without great waste of time. They are important practical subjects; at present most learn them at an age when the poor man can not afford to send his sons and daughters to school.

The same studies, in an elementary shape, will doubtless be taught, more or less, in the higher elementary schools.

German is the most important modern language to us; it is nearly allied to English, and its literature in practical, paying subjects, as well as in theoretical ones, is of the greatest value,

and much cheaper than American or English. It should be taught in all our grammar-schools, and, under favorable circumstances, in our higher elementary schools. Geometry and natural history are important to the farmer and mechanic. The former must be taught to every one in a practical way at first, because the concrete precedes the abstract in teaching, the latter in such a way as to cultivate the observing faculties.

In no school should the generalizations of any science, or the higher grammar of any language, be taught before the same science or language is known in detail sufficient for a base to the generalization. Even theoretical English grammar must be postponed to an accurate knowledge of English.

The reader will now, perhaps, ask, What is the difference between the higher elementary school and the grammar-school? I answer, chiefly in the fact that the former is compelled to look more directly to practical aims; its pupils should be that numerous class who are unable or unwilling to devote the whole year to study. It is the "winter school" in its highest development; the "ungraded class," which Prof. Jones suggests in his able report to the Illinois Superintendent of Public Instruction. The studies of this school should be largely of a practical nature. In cities it will be an evening school for practical mathematics and physics, for book-keeping, geometrical drawing, and such literary studies as are compatible with its objects. In the country it will directly train the pupil for his or her duties as a useful citizen, a good neighbor, husband, wife or parent.

The enthusiast for normal schools will ask, why do you place the normal school at the head of this division, rather than as an integral part of the higher division? I answer, because it seems to me necessary that the Polytechnic school and the University should be themselves normal schools for their own preparatory subjects; the polytechnic school for the arts, for physics, chemistry, natural history; the university for these subjects, and also for the languages, logic, physiology and history. No school, which stands at the head of its own division, should be without its Professor of Education.

The highest school is the University, which includes, or should include, a preparation for all learned professions. It is prepared for by the college, it, again, by the primary school. I use the word "college" in its true extensive sense, including the lower

classes of the German gymnasium, who are beginning Latin; those of the English colleges, aside from those in Oxford or Cambridge, and our own Western preparatory departments. In adopting these as a part of our introductory, we are following the best possible authority.

I do not think the public school system, in its narrowest sense, that of a free school system, will find "preparation for college" its best aim for many years. Here and there, there will be, as in Boston, Latin schools, giving a full or nearly full course of classics, and their necessary accompaniments of elementary science and history. But in the main, our high schools should be "Real-schules," that is, institutions where the sciences and modern languages are prominent. This has been of late years the tendency abroad among the city schools; accompanied in large cities, with a tendency in a few of the real-schools to convert themselves into colleges.

The high school loses its best opportunity of development when it pursues very largely the classical tendency against the force of public opinion. A good "real-school" is better than a poor classical one; a thorough course of modern languages and natural science will be better supported, will have more permanency, can begin earlier with its pupils, and be altogether a better institution (not than a classical college, but) than a school whose course is liable to change from year to year, at the arbitrary will of changeable teachers. All high-school teachers are desirous of establishing a definite course for their schools. I think that of the Prussian real-school, in its higher classes, is the best they can have. Latin in some of these institutions is required, and in others not; but Greek in none.

Our colleges, on the other hand, are secondary schools, and must always remain so from their very number. The Prussian gymnasium course, with proper modifications, will suit them best. It differs from our college course, including preparatory department, only in detail; and many of their arrangements we are, in fact, rapidly adopting. The course there begins at an earlier age, and is longer. Latin is begun at about eleven years of age, Greek at fourteen or fifteen. I am sure that as our colleges increase in age and thoroughness, they will moderate in the extent of matter "gone over," and will especially aim at thoroughness. Thus in mathematics, geometry, and especially synthetic geome-

try, will be favored; higher algebra be taught only to those who can thoroughly master it. In the natural sciences, botany and zoology will be required in the preparatory department, physics and chemistry be taught experimentally at first, mathematically at last; the mathematics required being elementary; that in logic and metaphysics the thorough assimilation of a little be preferred to cramming a great deal; that in the classics, the matter will be gradually better digested, and the form be made subordinate, though not by any means neglected; and that, most important of all, history and the science of education will receive a thorough treatment in all their grades. Modern languages, as auxiliary to the whole course, must, and will, be begun earlier than now, if not, indeed, before Latin. Our two existing Universities—Harvard and Yale—institutions whose highest aim is teaching science by promoting science, and training men to do the same—will gradually put their main strength into true university work. Many others, now mainly colleges—and I must reluctantly include Michigan University in this category—will soon become true universities; others, of the type of Cornell, will begin at once a true university course, completing it as soon as practicable. In States like Ohio, Indiana and Illinois, where colleges are now abundant, the immediate, if partial, solution of the whole problem will be easier; while the future must decide whether the Michigan system soonest produces the final result. In either case, the progress already made is by no means to be ashamed of. The best is advancing with great rapidity from its pioneer stage toward a complete educational system.

Every great State in our country must sooner or later have its true university, the final development of such a system.

MR. TILGMAN's plan for grinding hard surfaces by a blast of air charged with sand, is assuming a high importance in the arts. Some beautiful specimens of glass cut and ground in this manner were exhibited in the Institute Fair. A thin slab of marble may be carved in patterns the most delicate, and a picture may be photographed on glass and afterward etched as perfectly as if it were a most delicate engraving.

THE CHILD'S FIRST DAY AT SCHOOL.

D

BY MISS DELIA A. LATHROP,
Principal of the Cincinnati Training School.

IF THERE is one day more than another in human life, whose temple-gates swinging lightly back, open upon a motley and ill-defined crowd of hopes and fears, it is the child's first day at school. How long it has been in coming! How much has heard, both of school terrors and school delights! To what thrilling rehearsals of unlawful pleasures and of terrible tribulations he has listened!

Freighted with all this "derived knowledge," and buoyed with childish excitement to test some new phase of life, he unmoors his restless bark, and the incoming wave at once and ever separates unthinking, irresponsible babyhood from reflective, responsible manhood. Like all the great crises of human life, this has to be met alone. Thus far loving arms have been extended to right and left of him, that no trip or collision might dislocate the joints of growing character." He is without moral courage, for he has been guarded from temptation. But now he must begin to learn how to clear the track he would pursue. He is thus far known no allegiance to any but his parents. He is now brought suddenly into relations to the great public—his school-fellows—and is responsible to the public in the person of his agent—the teacher. To these new relations he has to adjust himself.

It seems to me impossible to comprehend the meaning and method of primary school work, without a most careful consideration of the life of childhood before its entrance into school. Only so can the teacher clearly perceive the beginnings and the workings of her work.

First of all, then. *From what has the child come, when he enters school for the first time, at five or six years of age?*

One thing from which he has come is *unrestrained physical freedom*. Since the awakening of the first impulse to grasp and kick, and croon and cry, the child's will has been the wind's will. He has been free to run, hop, talk, sing or sleep, as he pleased. He has attained to a strength of muscle, and a grace of movement, which only such perfect freedom could assure.

Again, *the mind has been as free in its development as the body.* Is it not remarkable that children do so wonderfully much for themselves before they enter school, and suddenly become so entirely dependent upon their teachers, after crossing the school-threshold? The different faculties have awakened and taken up their various labors as "occasions" for their exercise have been presented. Their primal agents, the senses, since they first assumed the mind's burdens, seem never to have asked a holiday, or even a moment's respite from active duty, save for sleep. They have been gathering, gathering, day after day, day after day, and bringing in their stores, as the necessary basis of all future intellectual activities. Every day has been fresh and beautiful, because crowded with fresh and beautiful experiences. Intellectual growth is in itself a source of happiness. There is a strange undertow of pleasure in even those painful experiences that develop intellect and heart.

And the child has had "his own sweet way" in talking of all that has interested him. Every member of the family circle has greatly gloried in his linguistic attainments, from his first little animalistic 'm, 'm, to his latest excited report of some remarkable boy-adventure. What undoubted promise is this of rapid advancement in the use of language. He talks unceasingly; and words seem only waiting for him to obtain their antetypes—ideas—to prostrate themselves before him, begging to be taken into his service. Have you ever considered that children do not go hunting words as we grown people do? The idea rings itself out into the world again, somehow, as soon as received. This art of so easily telling all he knows, is greatly to the embarrassment of their elders, sometimes, it is true; but it is a grand providence for the child, morally and intellectually.

Again, the perfect confidence that has existed between the child and his superiors at home is notable. Conscious of the perfect sympathy of father, mother, brothers and sisters, he has been free to tell all his thoughts and act all his emotions. He has made himself so transparent to their eyes that every attempt to hide either thought or emotion would immediately betray his secret. He has known none of the rigors of law. Forgiveness and open arms have been always waiting for his little wandering feet. He has never known a sorrow nor a pain alone. All that attention or sympathy could do, has been done to prevent and alleviate both.

With body never still ; with mind wandering without purpose and with no power of concentration ; with tongue always in motion ; without restraints in social relations ; without any clear comprehension of law or justice, responsibility, duty or retribution. This is the child who comes to your school this morning for the first time.

Second. *To what has the child come? He has come to physical restraint.* This restraint is almost absolute, and is a prolonged restraint. Skipping, rolling, running and climbing are all to be exchanged for positive "sitting still." Feet must be still ; head must be still ; body must be still ; hands must be still, except to certain specific uses. This "stillness" is not temporary either. It is for *six hours*, with only slight interruptions, save one, perhaps. He can not even have his toys to amuse him ; not a string nor a marble nor a spool, for he has to learn that a school is a place for work. He may not escape his weariness by going to sleep ; for he is in school to be instructed, and for this work the teacher is paid. When the necessities of the school demand a change in his position, it must be made "under orders," and his movements must conform in kind and degree to those of the other pupils in the school. There is always and everywhere rule and limitation.

There is great danger of impaired indigestion, round shoulders, weak spine, untuned nerves and diseased brain from this radical change of physical habit. Neither you nor I could subject ourselves to so great a one without serious injury.

Next, *concerning his intellectual habits.* Will not his mental occupation afford him relief? Alas, the change of mental habit is as violent and decided as the other. He has been gathering knowledge as he has been breathing the air, or loving his mother, without conscious effort. But now all must change. He can no longer learn without will, for he must get discipline in learning. Another, stronger than he, determines what he shall learn, and when ; and his will must be made to supplement and execute the will of this other. So intellectual effort becomes a duty and a task. If his work be difficult or distasteful, in matter or method, he, an individual among the mass, has no appeal. If he can be "gotten through," he will have obtained intellectual strength in overcoming the difficulty, and in doing the distasteful duty may have developed moral courage.

He is taken at once from the thousand objects of interest, with which he has been in hourly communication, and is set down to *think*. But he has not yet learned to think without objects about him to stimulate thought. His whole mental habit has been to see and to talk while he thinks and what he thinks. His experience and information are too limited for written words, which are only the symbols of things, to interest him. The stride from things to books is too long for him to make

Again, *he finds himself subject to new moral conditions*. He must learn the meaning of law, of subjection, of individual responsibility. His morals must be weighed as well as his acts; both because he is forming a character, and because their sum will determine his reputation in his world—the school.

Let us now, in the understanding of the past of the child, and with a clear apprehension of what we desire to do for him, or rather to work out on him, see if we can not, by our skill, modify this sudden change, so as to make his new life fit better upon the old one, without lessening at all the value of it.

Both thorough and frequent physical exercise may begin to temper the physical restraint. It is none the less restful because regular, nor valuable because studied.

There are employments which occupy both mind and hand, not inconsistent with discipline, which may be provided, so that busy hours shall fly faster and with less weariness to the child than idle minutes.

The disposition to talk need not be repressed. The business of the teacher is to encourage and direct it, rather than to ignore it. Talking furnishes an occasion for the conversion of a great accumulation of nervous force, and so affords relief to the surcharged child.

It is not at all inconsistent with discipline, physical or mental, that the emotional nature of the child be developed. Home sympathy and motherly tenderness may so wisely “season justice,” that school restraints and school punishments will seem less irksome and less severe.

I have only hinted *what is to be done* the first day of school. *How to do it*, must be made the subject of a future paper.

CORPORAL PUNISHMENT.

A REPORT MADE AT THE STATE TEACHERS' ASSOCIATION.



MR. PRESIDENT:—The Committee appointed by the Superintendents, Principals and Examiners' Section of the State Teachers' Association to investigate the facts in reference to corporal punishment, has the honor to report that inquiries were addressed to, and replies received from, several eminent sources, touching the following points:

1. What regulations on the subject of corporal punishment?
2. What means are employed as a substitute for corporeal punishment?
3. What proportion of teachers successfully control, without a resort to corporal punishment?

As to the first point, Superintendent John Hancock, of Cincinnati, says: "The Board has laid no restrictions on the teachers in regard to corporal punishment, but holds them strictly responsible for any abuse of their authority. It is generally understood, however, on all hands, that the moral forces are to be relied on, except in extreme cases." This statement may be taken as indicating the general practice in the best schools. In Cambridge, Mass., however, after a trial of the plan of abolition, the rule was modified so as to read as follows: "No scholar, on entering the schools of the city shall be subject to corporal punishment in any form. But, if any scholar prove disorderly or refractory, on due notice to parent or guardian, and on the written consent of the committeeman having charge of the school, such scholar shall be liable, during the remainder of the term." Several years since, at Syracuse, N. Y., the Board adopted the following rule: "Teachers will be required to preserve good order in their respective schools, without the use of corporal punishment. Success in this particular will be regarded as the best evidence of qualifications for a successful teacher." Several years since, corporal punishment was abolished at Lafayette.

As to the second point, it may be said that suspension, and the anticipated coöperation of the parent are relied on, in lieu of corporal punishment, when the intellectual and moral resources of the teacher fail to be sufficient.

As to the third point of inquiry, explicit answers could not

be given ; yet some information of value has been obtained. Of the eleven or twelve grades in the city schools, resort is seldom made to corporal punishment, in rooms embracing grades higher than the sixth ; but in the ungraded schools, the older pupils do not so often enjoy exemption. It is safe to affirm that not over ten per cent. of the teachers of the younger children successfully control, without a resort to corporal punishment. It is encouraging to know that in the model schools connected with our State Normal School, and other State Normal Schools, no resort to corporal punishment is deemed necessary.

It should be noted that the reason for the more frequent resort to corporal punishment in the case of younger children, is not to be found in the character of their teachers, but rather in the nature of the children themselves. A child, in passing through the various stages of development, is typical of the progress of the race. Obedience is most readily yielded to the kind of force which may be best appreciated at the several stages of advancement. In view of this consideration, the government of a family, school, or state, is eminently a practical matter. The ability of the teacher to succeed well without corporal punishment, depends on a variety of circumstances. Superintendent William T. Harris, of St. Louis, says, " On a number of occasions the whole school (seven hundred pupils), have got along for a quarter (of ten weeks), without a single case of corporal punishment. It is very seldom a good teacher resorts to corporal punishment in our schools, although it must be said that the neighborhood makes some difference, and the age of the school more difference."

As to the success in those localities where corporal punishment was abolished, the testimony is conflicting. Superintendent E. B. Hale, of Cambridge, says, " I feel sure that our experience proves that the discipline will suffer whenever the pupils understand that corporal punishment is abolished. Still, if expulsion can be so general as to exclude most of the refractory pupils, teaching can be made as pleasant as under any system known." On the other hand, Superintendent Edward Smith, of Syracuse, feels the necessity of a reform school, but thinks this is needed no more than when corporal punishment was practiced, and says, " I have no hesitation in saying our schools were never in so good condition, in respect to discipline, as they are now."

The Committee has not seen proper to go beyond the scope of its authority, which had reference merely to the presentation of facts. Respectfully submitted.

HAMITON S. McRAE,
WILLIAM A. JONES,
WILLIAM H. WILEY.

INDIANAPOLIS, IND., Dec. 29, 1871.

The following letter will explain itself.—[ED.]

Trenton, N. J., Dec. 25, 1871.

Hamilton S. McRae, Superintendent:

DEAR SIR:—I have been away from home since the receipt of your letter of the 15th inst., until to-day, which accounts for my not giving it an earlier answer. I regret this, as you desired a reply to be used on the 26th. As you will not receive this in time, it will probably be of no service to you. I will, however, answer your queries in brief.

1. The State law simply forbids corporal punishment, and authorizes the expulsion of incorrigible pupils.

2. There is no uniformity in the means substituted by the teachers to secure order. It is probably true that they resort to all means excepting corporal punishment, used by teachers in other States. The prohibition of corporeal punishment has been the means of leading the teachers to seek out various means of obtaining order, which they would not otherwise have thought of.

3. The teachers, very generally, observe the law, and at our annual gatherings it is evident, from the drift of the discussions, that they every year are becoming better satisfied with this provision. There was considerable opposition on the part of teachers at first, but now my opinion is that four-fifths of them give the law their support and approval.

Yours, truly,

E. A. APGAR,

State Superintendent.

A NEW SCHOOL FEATURE.—In Denmark children may attend school one part of the day, and work the other part. A school-house in Copenhagen is furnished for a thousand children; one session is held in the morning, a thousand attending; in the afternoon a second thousand attend, both schools being under the same general management. This system secures a happy union of bodily and mental exercise. It is profitable whether considered in an intellectual, moral or pecuniary point of view, and is based on sound principles. Experience proves a few hours of mental labor better for the educational progress of the student, than a whole day of forced application to books, as was the custom in early times.

NOTES OF TRAVEL IN EUROPE.

BY MRS. J. G. KINLEY.

WE LEFT Milan early in the morning for Venice. Our road took us by the beautiful lake of Como, third in size of the Italian lakes, but generally conceded to be first in beauty. Repeating the exquisite lines Bulwer makes Claude Melnotte address to his lady-love, we pass on and catch a glimpse of Lake Garda, the largest but least attractive of these lakes, and stop at Verona, a fortified quadrilateral city. It contains the tombs of Romeo and Juliet. Shakspeare's "Two Gentlemen of Verona" are supposed to have figured here, and quite likely there may have been others, but upon that point we will not insist.

We felt but little interest in the battle of Marius with the Cimbri or the defeat of Odoacer by Theodoric the Goth, which occurred here; hence our stay was short.

Leaving Mantua south of us, we rode on through groves of mulberry trees, which are yearly despoiled of their twigs and leaves to feed silk-worms. Miles and miles of these orchards line the route, but the severe pruning the trees had received made them dwarfish in their appearance. Our next halt was at Vicenza, at the foot of Mont Berici, a small place with many old fortifications. Padua came next, but we hurried on to Venice. Venice is a wonderful city, sitting enthroned on her seventy-two islands, as queen of the Adriatic. For many years, on Ascension Day, she was wedded to the sea, the Doge performing the ceremony by dropping a ring into the Adriatic. The Bucentaur, or Royal Barge, which used to carry him and his party, is now shown to visitors as one of the chief sights of Venice. This wedding custom has been discontinued since 1797. It seemed very novel to us, when nearing the city, to leave apparently the firm land, and plunge into the shining sea. The water was shallow, and we rode a long distance before arriving at the depot. When we did arrive, we could not see that it had any solid foundation, but might have been riding at anchor for all we could discover. There was little walking to be done, and no riding, for we were assured that not one horse was to be found in Venice. But gondolas were plenty—long, slim, black, with pointed iron prows,

they lie in wait for you at the low piers that stretch along by the depot. Soon we were deposited in order upon the soft cushions, and at a signal, shot out into the Lagoon. It was as calm and quiet as a grave-yard. No wheels were heard; no cabman's shout; no neighing horses. Swift as an arrow we glided over the silver waters, casting long shadows in the fading sunlight. How still it seemed! So long accustomed to the din of busy life upon the paved streets, it was no easy matter to fall in with the silence, and breathe and speak as loudly as it was our wont to do. The dexterity with which the gondoliers manage their boats is truly surprising. We start along, aiming at some objects which we are sure we shall surely hit, but just as we approach it, and hold our breath for the expected smash up, we gently turn aside and shoot on without even grazing our sides. It reminded me of "shooting the rapids" upon the St. Lawrence river.

On the evening of our arrival, Eugenie and her suite arrived also. She came in the evening to the Ducal Palace, which faces on the Square of St. Marc, the only piece of unoccupied ground in the city, and presented herself to the gaze of the multitude there assembled. She was a good looking, plainly dressed lady, with a straw hat over her chignon, just like the rest of her sisters. The bands played—the rockets sent up their blue, red, green, purple and white lights, and the street lamps burned all sorts of colors in honor of the occasion. Everthing looked jolly, and would have been so to us, if those poor natives could only have spoken English. How I pitied their deplorable ignorance! Here they were jabbering away like so many monkeys; all trying to have a kind of Yankee Fourth of July. But I am very sure they missed it, as I didn't understand a word of what they said. Victor Emanuel was expected, but did not arrive until twelve o'clock at night, so he missed seeing us, as we had retired before that hour. It was, no doubt, a disappointment to him, and I am sure it was a trial to us; for we had hardly got into our beds when forty millions of mosquitoes presented their bills. At first we fought with them for the privilege of sleeping, but we soon found our fight must be for life itself, and we determined to shed the last drop of our blood, if we must, valiantly. Far better would it have been for us to have staid and let the king feast his eyes upon us, than to have fled to other evils we knew not of. Of one thing I feel well assured, that "ignorance was not bliss"

that time. The next morning I had seventy-two large red marks upon my face, corresponding in number at least with the islands upon which Venice stands. After rising from our valorous night vigils, and being assured by our considerate landlord, that mosquitoes *had* been very troublesome a few weeks before, but had now nearly entirely disappeared, we walked out to meditate upon the information, through back alleys and crooked ways, to one of the piers near St. Marc, and took a gondolier for a ride upon the Grand Canal, the principal water-street. We almost forgot our desperate night encounter with the shades of departed mosquitoes (for, as there were no living ones, according to our landlord's information, we must have been tormented by their unrestful spirits,) in the glory of the morning. We passed many fine palaces and churches, but rested not until we stopped at the famous Rialto. Here we landed and mounted the stairs, going up on one side and coming down on the other. We looked in vain for Shylock's daughter Jessica among the motley crowd selling vegetables. It was Sunday; but since leaving London, Sunday had become to us as any other day. Every day seemed alike, and we lost no time in our sight-seeing. After leaving the Rialto, we floated about among Cathedrals, and finally landed, much to the inconvenience of the rats at the Carceri, a prison. It is joined to the Doge's Palace by the Ponte de Sosperi (Bridge of Sighs). We entered the Palace by the Giant's Staircase, and passed under the Lion's Mouth, which used to receive the letters containing plots against the State. The statues of Mars and Neptune guard either side of the stairway. There are many fine paintings in the Palace, fringed with portraits of the Doges. One is missing, and a black cloth covering the place, reminds you of the treachery of Marino Faliero, which excluded his picture from the list. Among the dungeons below, his was pointed out, and the block still bears the mark of the axe that severed from his body his traitorous head, and both were thrown through a trap door near into the restless sea. In this lonesome place are dark dungeons where no daylight can ever come, and no air but what can enter from the dark walks through an aperture six inches in diameter. In one of these underground caverns Byron wrote his *Childe Harold*. His taste is unaccountable. The prisoners, it is said, used to get fat and foolish in these horrible places.


From the chamber of the Council of Ten we went upon the Bridge of Sighs, and I heard somebody quoting in plain English—

"I stood in Venice on the Bridge of Sighs,
A palace and a prison on each hand."

How sad it seemed to look out of the same window through which the unfortunate criminals used to look for the last time upon the world.

ON TEACHING ADDITION.

BY W. WATKINS.

ORPORAL TRIM maintained that it is vain to seek for eminence in any profession or craft, without a thorough knowledge of the manual of arms. Our manual of arms is the art of rapid and exact calculation; a thorough knowledge of the four rules, but especially addition, which underlies all the others. Whether we are training the pupils for public or for private life; whether for the farm, the shop, or the counting-house, we find facility in the use of figures to be of the greatest utility.

But so greatly has this art been neglected that in many schools the largest and oldest pupils add slowly and with difficulty, counting their fingers, and are very uncertain of the correctness of their results. This is because the art of rapid addition has not been taught. When we assign ten or twenty examples to be added we are no more teaching addition than the master-tailor is teaching his art when he gives out a dozen waistcoats to be made. The pupil needs practice, and learns by it, but such learning is without a master, and experience proves that unguided practice is a slow, though by no means sure road to skill.

We believe that the child's first ideas of numbers should be cultivated by means of objects, but we are supposing that to be already done, and wish to confine ourselves to the problem of teaching the art of rapid and exact addition.

First in time and importance we place

SYSTEMATIC DRILLS IN ORAL ADDITION.

By this we mean counting by the addition of a constant number. We give a few specimens :

1. Begin with 0 and count by adding 2.
2. Begin with 1 and count by adding 2.
3. Begin with 0 and count by adding 3.
4. Begin with 1 and count by adding 3.
5. Begin with 2 and count by adding 3.

And in like manner with all the numbers up to 9. Set apart 5 or 10 minutes a day for drill upon this. If 5 minutes can be found in the forenoon and the same time in the afternoon, much better results will be obtained than if 10 minutes were used at one time. The teacher should not always begin or end at the same place. In adding 3's we may sometimes begin at 70 or 92, and add as far as desirable. By this means we prevent the exercise from becoming a routine, and if we add the ever indispensable sprightliness and zeal, we make it still entertaining, engaging and new. He who is thus taught will not need to count his fingers.

Second, we use

DEVICES FOR FINDING THE KEY FIGURE.

Two given digits added together give a constant digit in the unit's place.

Writing upon the board the series:

2, 12, 22, 32, 52, 72, 92, 102, 512, etc., we add 2 to each and observe the unit's figure. In like manner add 3, 4, 5, 6, 7, 8, 9, observing the unit's figure. Then

3, 13, 23, 43, 73, 93, 103, etc.

To which add 3, 4, 5, 6, 7, 8, 9.

Next, 4, 14, 24, 34, 44, 54, 74, 84, etc.

Add 4, 5, 6, 7, 8, 9.

The remaining series can be constructed upon the same principle, the last being 9, 19, 29, 39, 49, 69, 89, 79, 109. To which add 9. This table gives the key to all combinations save those of 0 and 1, with the remaining digits, and these we do not need to teach. These are exercises for the slate and blackboard.

Third.

DISCARD THE OLD METHOD

Of spelling out the sums as 6 and 1 are 7, and 5 are 12, and 5 are 17, etc. Cultivate the habit of forming the judgment in the mind that 6 and 1 are 7 without any motion of the lips. In adding orally give only the results as 6, 7, 12, 17. The old

method is bad because it interposes a useless process, that of uttering words, which takes time and while it is doing the mind wanders.

But we must teach the pupil

TO ADD TWO OR MORE FIGURES.

Propose such an example as this :

9,345

6,475

4,657

2,951

5,492

5,612

4,655

1,055

2,511

3,566

=====

1,234

9,876

5,432

5,678

8,764

2,346

4,321

6,789

Let the pupils add it figure by figure. then show how much can be saved by taking two 5's together as 10. Give other examples till the habit of taking two 5's together is formed.

When this is done we may teach him to take any two figures together which make 10, as 6 and 4, 7 and 3, 8 and 2, 9 and 1. To do this use a "set up" example such as this :

In this example the benefit of taking two figures together is strikingly shown. Such should be occasionally used till the pupil will take any two numbers that make ten together. Any teacher can form such examples readily. With but little more skill examples in which the sum of three or more figures is ten, can be formed and applied to use. The pupil will soon be prepared to see that he can add any two figures which make 11 as easily as he can 10, that 12 is very easily added, and that to an even 10, as say 70, he can add any combination, say 18, at one effort.

In all schools in which pupils are deficient in rapidity and accuracy these means should be used.


In large schools excellent results have been produced by dictating an example to the school just before dismissal, and excusing the pupils as they bring up the right results.

MIDDLETOWN, OHIO.

"WHAT is truth?" The question was proposed at a deaf and dumb institution, when one of the boys drew a straight line. "And what is falsehood?" The answer was a crooked line.

THAT DIVISOR BUSINESS.

BY A. W. JONES.

R. BELL:—A number of your correspondents have postulated, corollated, lemmanated, and—I fear—dissipated thought on that time-honored Rule given us by Dr. Ray and others for the division of one fractional quantity by another fractional quantity. I have in my possession an old arithmetic—published about the period of the Revolution—in which the rule for the division of fractions is identical with Ray and others.

I cannot accede to Mr. S. P. Thompson's view that the rule is absurd. We are told that a rule in arithmetic "is a concise direction for solving a problem;" and with due deference to Mr. T's thought, I argue that no rule in our arithmetics is more concise, and none more readily understood. I do not argue that Davies' rule is faulty. On the contrary it is the more logical of the two. But I do deny that the gentlemen (who have discussed the propriety of Inversion of Divisors) have made out their case. They fail to show that the product of the given numerators is the correct *new* numerator; or, that the product of the given denominators is the proper *new* denominator.

Every gentleman, except Mr. Thompson, has given *formulas* and not the *why* for inverting the divisor; and not one has given the *why* for the multiplying one fractional numerator by another. I have a method of showing the *why* of both rules. I commence by stating:

1. There are three methods of division in common use, namely, sign, fractional and common method. Out of the second grows:
2. Ratio, which is the relation one integer has to another, indicated by the *times* the dividend or numerator contains the divisor or denominator, and that
3. The terms Consequent and Antecedent are identical with the terms of the given fraction, and
4. That we can *compare, add, subtract, multiply or divide* these Consequents and Antecedents at will; and
5. That Proportion is an equality of ratio, and
6. It is true that the product of the mean terms is equal to the product of the extreme terms; and

7. That if two ratios are equal by inversion, we may compare the product of the consequents with the product of the antecedents. To illustrate,

I am required to multiply $\frac{4}{3}$ by $\frac{3}{2}$.

By ratio 4:3 and 3:2; and by Inversion we form the compound ratio, 4:3 :: 6:9; and if we apply corollary first, we have $\frac{4}{3} = \frac{2}{3}$.

If $\frac{4}{3} + \frac{3}{2}$, then, without Inversion, by corollary first, we have $\frac{4}{3} = 1\frac{1}{3}$.

This seems to me the ~~steps~~ for the two rules; and unless my reasoning is greatly at fault I am inclined to think that I have offered the only true reason for multiplying the numerators together; also, the denominators; and, further, a true reason for the inversion of the terms in the divisor when we divide one fractional quantity by another.

VINCENNES.

STATE NORMAL SCHOOL.

BY WILLIAM A. JONES,

President of the Indiana State Normal School.

EDITOR JOURNAL:—You desire some facts respecting the Normal School. There were entered during the Fall Term of the present school year, double the number of students that were enrolled during the corresponding term of last year.

The present term began 3d ult., and will close March 19th.

There are now attending more than double the number of the corresponding term of last.

The present enrollment is seventy-eight, and sixty-three of their number are trying to complete the Elementary Course of two years and a term.

The Senior Class has nine members; of these, four will graduate at the close of this term, and the rest at the close of next term, in June.

The Spring Term will begin March 26th, and continue thirteen weeks. We are daily receiving letters of inquiry from all parts of the State respecting the next term.

The prospects are favorable for a large attendance.

THE CLASS OF STUDENTS.

The students are all those who *intend* to teach. No young man or woman is admitted to the school, who is unwilling to sign the pledge to teach, according to the provisions of the School Law. This fact excludes a large number who would otherwise attend. The school is thus held strictly to its professional ends, a thing not done by *all* Normal Schools.

The students, as a class, have *good* abilities. Some are more than ordinarily well endowed. They are, to a remarkable extent, susceptible to intellectual and moral influences.

It may be said they are *ladies and gentlemen*. That is as much as need be said.

MODEL SCHOOLS.

Model schools are well organized, and under the special care of experienced teachers. There are one hundred and thirty pupils in these schools; and, could we receive all applicants, there would be many more.

In these schools are exemplified such management and instruction as will secure true intellectual and moral culture.

The children in these schools are from Terre Haute; they pay a tuition fee. The object of charging such fee is that the schools may be self-sustaining. They will eventually represent the different grades from the primary to the high school.

The object of having them connected with the Normal School is that the Normal students may see in practical operation *model* schools of the different grades, that they may study the details of managing such schools: that they may see exemplified methods of teaching the different branches; and finally, when properly qualified, that they may teach the different classes under criticism.

WHEN STUDENTS TEACH IN THE MODEL SCHOOLS.

When students have such a knowledge of the subjects to be taught as to enable them to separate the parts of a given science and show the order of logical dependence, and when, from their knowledge of pedagogic principles, they can determine the order and method of presenting these parts to the pupil at the different stages of his development, then students practice in the model schools.

But, for those who can not take the entire course, special facil-

ities will be afforded by way of lectures and class drills in the Normal School, to exemplify such methods of teaching as will secure both information and culture.

GENERAL INFORMATION.

The value of the Normal School to the student consists not more in the information which he is compelled to acquire from books than in the habits of thorough investigation, and in the habits of thought which he is led to form; and also in the ideals of his profession which he gains when he views that profession in its relations to society or the State.

The Normal School is not a "*protracted institute*," at which a student may attend at any time, and learn at any time, and acquire much practical benefit by so doing.


Those habits of mental and of moral action which are the requisites of the good student—of the *true teacher*—of the growing teacher—and which are at the same time the marks of the true lady or gentleman, are not acquired in a few weeks or months even.

Students should enter at the *beginning* of a term, and stay to the end of it. There can then be some unity in their work. Books are studied in the Normal School, carefully and patiently studied; but *not as an end*—only as a means to a higher end—knowledge of the subject.

NORMAL SCHOOL, TERRE HAUTE, February 6, 1872.

AUTUMNAL tints of leaves are attributed to various causes. Some chemists determine that it is due to certain acids which are developed. Others aver that a diminished vitality in the plant causes the change of color; if this be true then we must assume that there is such a thing as a "*vital power*" in plants which presides over their cyclical changes, and this can not be accepted as true as far as our present knowledge goes. One phenomenon, however, must not be lost sight of, in seeking the cause of tinted leaves. Wherever one leaf overlaps another in the forest the under leaf will longest resist discoloration. The very form of the upper leaf may thus be stamped on the one beneath when the covering is only partial. This indicates that frost is a very important agency in the problem.

REMINISCENCES OF THE CONSTITUTIONAL CONVENTION, WITH REFERENCE TO THE OFFICE OF STATE SUPT. OF PUBLIC INSTRUCTION.

UR attention has been called to a statement, since corrected by the Chief Justice, to be found in the recently published opinion of the Supreme Court, on the subject of the distribution of the Sinking Fund, that Mr. Bryant, from whose speech an extract was taken, was chairman of the Committee on Education in the Constitutional Convention. Now, while it is known that Col. J. R. M. Bryant, since deceased, of the county of Warren, was a working member of the Committee on Education, he was not its chairman, nor was he the author of the Article on Education, which was adopted by the Convention. That honor belongs, mainly, to Prof. John I. Morrison, Senatorial Delegate from the county of Washington, whose Report, embracing substantially the provisions which were afterwards embodied in the Constitution, is recorded in the Journal, pp. 408—9.

Not finding in that Report the section in the present Constitution, which provides for the election of a State Superintendent of Public Instruction, we felt anxious to know the cause of the omission; and in tracing its history, we have collected the following facts, which are deemed of sufficient importance to justify their greater publicity.

The Journal shows that the Committee on Education, with John I. Morrison, chairman, was composed of nine members. During the sitting of the Convention the committee met frequently to compare views and consider matters referred to them, and settle upon the general features of their final Report. For the most part, no great diversity of opinion was found to exist, except on the creation of an additional State officer, to take charge of the whole machinery connected with the system, and keep it in working order. To this measure strong opposition was manifested in the committee, not because the office in question was deemed unimportant and unnecessary; but principally on the ground of additional expense, consequent on the increase of the number of State officers; and thus the section providing for the election of a State Superintendent of Public Instruction was ordered to be stricken out of the Report, before it should be submitted to the Convention.

The action of the committee in rejecting this section was deeply regretted by many ardent friends of the measure in, as well as out of, the Convention; and probably by no one more sincerely than by the chairman, who believed that the success of the entire system of common schools, about to be inaugurated, the preservation and application of the very large and constantly increasing school fund, and the recovery of vast amounts supposed to be lost for the want of personal effort and intelligent management, depended upon the appointment of an official guardian or sentinel, whose special duty it should be made to see that "the principal of the Common School Funds," in the language of the Constitution, "shall remain a perpetual fund, which may be increased, shall never be diminished; and the income thereof shall be exclusively appropriated to the support of common schools, and to other purpose whatever."

In extending our investigation, it appears that, after the lapse of five or six weeks, the rejected section was brought before the Convention on the personal responsibility of the Chairman of the Committee on Education; and, in view of its importance, historically, we prefer to take the action of the Convention from the Journal, as recorded on pages 801—2—3:

"Mr. Morrison, of Washington, moved the adoption of the following additional section:"

Sec. 8. "The General Assembly shall provide for the election, by the people, of a State Superintendent of Public Instruction, to hold his office for two years, and to be paid out of the income arising from the educational funds, and whose powers, duties, and compensation shall be prescribed by law."

"Mr. Farrow moved to lay the same on the table.

"Whereupon the ayes and noes were demanded by ten members.

"Forty-four members voted in the affirmative, and seventy-seven in the negative.

"Mr. May moved to amend as follows:

"Strike out the words 'and to be paid out of the income arising from the educational funds,' which was accepted by Mr. Morrison, of Washington.

"Mr. Morrison, of Washington, then addressed the Convention as follows:

[We regret that our space is so limited that we can give only extracts.]

“*Mr. President*— * * It (the Section) provides that the General Assembly shall provide by law for the election; by the people, of a State Superintendent of Public Instruction, to hold his office for two years, and whose powers, duties, and compensation shall be prescribed by law.

“I have endeavored to persuade myself that a Superintendent is not necessary. I have looked over the whole ground, in order to comprehend more fully all our educational interests, and to find out, if possible, some plan by which we might dispense with his services without any serious injury to the cause of education; but this examination has brought me to the conclusion that the very salvation of our educational system in Indiana, depends upon the appointment of such an officer.

“*Mr. President*, what are the interests that are involved in this question? We shall have a school fund ere long of three millions of dollars.

* * * “The Report of the Treasurer of State, *ex officio* Superintendent of Common Schools, which was laid on our tables a few days ago, in answer to a resolution offered at an early period of the session, furnishes abundant evidence of the danger to which the several educational funds are exposed. From this, and it embraces only seventy-three counties, twenty-three thousand eight hundred and eighty-six dollars and eleven cents are reported doubtful; and if the remaining eighteen counties are estimated in the same proportion, the doubtful may be set down at thirty thousand dollars, the greater part of which may be considered lost beyond recovery, under existing arrangements. How much of this sum might be saved through the vigilance of a Superintendent, I will not affirm: enough, doubtless, to pay for his services for fifteen or twenty years. But, we need such an officer for other and more important purposes. His services are indispensable to perfect our present school system, if, indeed, it deserves the name of system. * * * *

A competent Superintendent, whose whole attention would be devoted to the subject, and who would make himself acquainted with the defects of the law, and the objections alleged against it, would be able, in his Reports to the Legislature, to present such views and make such suggestions as would enable that body to

islate intelligently, and enact such laws as would be plain and consistent, and suited to the wants and circumstances of the people.

"Mr. President, it must be confessed that Indiana is much behind many of her sister States in educational statistics. The startling fact revealed by the late census, that we have upward of seventy thousand persons in our midst, over twenty-one years of age, unable to read and write, shows that more efficient measures should be adopted in order to save the youth of the State, thousands of whom are now growing up without any opportunities of instruction, from swelling this list at a succeeding census. Besides the most approved methods of instruction have not yet been introduced into but few of the common schools of the State.

* "Every gentleman must be aware that our common school system has not answered the purpose for which it was devised. The truth is, we have no uniform system.. In one county, a particular course of instruction is pursued; and in an adjoining county, the course is altogether different. If we wish to have a system that will be general, uniform and efficient, we must have an officer whose special business it will be to direct, control and guide that system. * * * * *

"The question was taken on the adoption of the section; and ayes sixty-two, noes forty-three, it was adopted.

"The question being on the engrossment thereof, for a third reading, it was decided in the affirmative, ayes seventy-eight, noes twenty."

If any one would like to know how it happened that the term of office for Superintendent was limited to two years, he may understand that upon such conditions, alone, could a sufficient number of votes be obtained to secure the adoption of the section.

We have other facts, of general interest, on this subject in our possession, but no room for more in the present No.—[Ed.]

By means of the microscope, various and most beautiful shapes may be seen in snow-flakes. They are composed of perfect crystals, but which of course almost instantly die. Trefoils and quarfoils, stars of different shapes, pinion-wheels, triangles, crosses, ovals, and many other forms that are wholly indescribable, yet harmonious, are exhibited in their crystalline wonderment.

ROMAN LITERAL NUMERATION.

BY W. D. HENKLE.

THE following article was prepared at the request of Mrs. Bell, Editor of the INDIANA SCHOOL JOURNAL. The origin of the Roman Literal Numeration has often been a subject of conjecture. Because C is the first letter of the Latin word CENTVM, a hundred, and M the first letter of the Latin word MILLE, a thousand, the query has arisen why V was not used to represent *one*, Q *five*, and D *ten*, the Latin words for *one*, *five* and *ten* being VNVS (unus). QVINQVE, and DECEM. Priscian, a distinguished Roman grammarian, who taught grammar about 525 A. D., at Constantinople, has left an explanation why the seven letters, I, V, X, L, C, D and M are used to represent *one*, *five*, *ten*, *fifty*, *hundred* and *thousand*. He says that I was borrowed from the Athenians, who considered it the principal letter in the Greek word MIA, *one*, M being mute; that V was used to represent *five*, because it is the fifth of the vowels, A, E, I, O, V, (this character being used for both the consonant V and the vowel U); that X was used to represent *ten* because it was the *tenth* consonant and followed V; that L was used to represent *fifty*, because it was sometimes interchanged with N, which, as a small letter, represented *fifty* among the Greeks; that C was used to represent a *hundred* because it is the first letter of CENTVM, a *hundred*; that D was used to represent *five hundred*, because it is the next letter after C; and that M, rounded at the ends to distinguish it from X, represented *one thousand*, because it was borrowed from the Greek letter X, the first in the Greek word XIAIA, *thousand*.

This explanation is rather far fetched, much more so than that given in Pike's octavo Arithmetic, p. 20, 4th edition, Troy, New York, 1822, in which he asserts that "The practice of counting the fingers doubtless originated the method of Notation by Roman Letters. The letter I was taken for one finger, one; and hence II for two; III for three; IIII for four; and V, as representing the opening between the thumb and fore-finger, and being also an easier combination of the marks for the fingers, was taken for five." The next two sentences are too ridiculous to quote. He then goes on to say: "Ten was expressed by X,

it is two V's united, and twice five is ten. Fifty was denoted by L, because it is half of C, or L, as it was anciently, and C is the initial of the Latin *centum*, one hundred. One hundred is expressed by D, because it is half the Gothic or M, the initial of *mille*, one thousand."

In conclusion of the matter is that the original Roman numeral characters were not at first letters at all, but that they were arbitrary characters which, in course of time, were supplied by letters that had a more or less close resemblance to them. The character that preceded I was, no doubt, a straight line, possibly the one that preceded X was a cross denoting a cross, the upper half which would give a character resembling X, and the lower half which would give a character resembling I. If ten were represented by two crossing strokes, it is not difficult to see that three strokes, C, might have been chosen for one hundred, half of which would resemble L, and the corners which being rounded, would produce a character resembling M. We know no satisfactory conjecture why a character resembling M should have stood for one thousand. The Romans generally used IC or one thousand, and it is very easy to see how IC might have changed into D. A little stretch of the imagination may convert IC into (M) the so-called rounded M.

In conclusion, I ought to say that it is most probably a mere mistake that the Roman letters used for one hundred and thousand were also the initials of the Latin words for one hundred and thousand.


Wm. Oatis, February 1872.

PRESERVE BOOKS.—It is not, perhaps, so generally known as it deserves to be, that a few drops of any kind of perfumed oil will secure books and manuscripts from the deteriorating effects of mildew and damp. The species of leather so extensively used by bookbinders owes its powers of withstanding the effects of destructive agents to the tar of the birch tree—*betula alba*. The preserving of books, written on papyrus and parchment, by anointing with oil of perfumed oils, was known to the ancients. The Romans made use, for this purpose, of the oil of cedar; hence, the old proverbial expression of Horace, "*Digna Cedra*," meaning work deserving of being anointed with this oil.

• CONDUCTING RECITATIONS—III.

BY WM. F. PHELPS,

President of the Minnesota State Normal School at Winona.

AVING considered the true objects of the Recitation to be: 1st. The development of thought; 2d. Its clear and concise expression; 3d. To determine the extent and accuracy of the attainments of the class; 4th. To aid in increasing those attainments; 5th. To form right habits of study, and 6th. To stimulate the growth of moral power in the pupils—our next step is to consider what are:

II. The Preparations necessary for accomplishing these objects:

1. The preparations needful for effective work in any profession are of two kinds—general and special. For example, a successful lawyer must superadd to a good stock of general intelligence a thorough knowledge of the Law, and of its Theory and Practice. And not only this, but there must be a careful special preparation for each and every case as it arises in his practice. He must know whether his client has or has not a good cause of action or defense. He must study the facts of the case, the law applicable to it, and then decide upon the plan or method of procedure most likely to win success.

So, too, the physician must possess a liberal share of general intelligence, or, in other words, he must have received a good general education. This must be supplemented by a thorough knowledge of anatomy, physiology, hygiene, etc. And, furthermore, he must have mastered the theory and practice of his profession, and must make a most careful diagnosis of the case of each patient presented for treatment. These principles are so well understood in their application to the so-called learned professions, that they require no further illustration.

But they are equally applicable to the profession of the educator, which should be the most learned of all the professions. They are as indispensable to real success here as in any other calling whatsoever. Until this truth is generally recognized and acted upon, our school rooms will too often be officered by quacks, and our children will be fed with the mere husks of knowledge,

instead of being nourished by the aliment of its vitalizing seeds. A good teacher must first become a good scholar. He must know thoroughly and, as far as possible, exhaustively, not only the particular branches which he is to teach, but he must have studied to a reasonable extent those which are collateral to them. A teacher can not teach arithmetic as well as it ought to be taught without some knowledge of algebra and geometry. He can not make good geographers of his pupils without knowing something of physics, botany, zoology, geology and history. He can not teach the English language, in all its fullness, without having studied those other languages from which it is mainly derived. The teacher should, in short, possess, as the basis of all his other qualifications and accomplishments, the rich inheritance of a broad, a liberal, and an exact scholarship. No profession demands a greater wealth of resources and of culture than does his. The time is coming, too, when an enlightened public opinion, appreciating to a far greater extent than ever before the vastness of the interests involved in the character-forming processes and influences of a right education, will insist that the teachers of the nation shall be among the wisest, noblest and best of the nation; and when the Butlers and the Carpenters, who now sneer from their high places in Congressional halls at the "schoolmaster," will find that post of honor occupied by men who, in moral as well as intellectual power, are pre-eminently their peers if not their superiors in every essential respect.

2. A suitable preparation for the recitation and for all effective school work, demands, on the part of the teacher, a knowledge of human nature; a careful study of the laws of physical, intellectual and moral development, and of the best methods of securing the highest ends of school instruction and discipline.

It would seem that this proposition needs but to be enunciated to be accepted. And yet a vast majority of the schools of this country are in the hands of teachers who have scarcely bestowed a thought upon the philosophy of education; upon the nature of the human mind, and the best methods of dealing with its manifold powers and susceptibilities.

There is a Science of Education, and there is an art of teaching growing out of it. There are certain laws, under the operation of which human beings advance from the helplessness and

dependence of infancy to the strength and maturity of manhood and womanhood. There is an order in the evolution of the human faculties, and there is a true order of study corresponding therewith. There are principles controlling the right exercise of the faculties, and there are methods of exciting these faculties to a wholesome activity. The methods may vary and change with time and circumstances. But the principles are immutable and eternal. They are superior to methods, and must give shape and efficacy to them.

Now, it is claimed that some knowledge of this science, this art, these laws and principles, with the methods based upon them, is indispensable to real success in educating; that merely to know certain branches to be taught is but a single step in the direction of the qualifications of a true teacher, a *former of character*. In other words, teaching, when viewed from its broader, more comprehensive standpoint, is a profession, and demands that a careful and painstaking preparation should be made for it. This conviction is daily becoming more general and more deeply seated. As a consequence of it normal schools for the professional training of teachers, are rapidly multiplying, and they will continue to increase in number and influence until they become capable of supplying the entire school system of the country with able and skillful instructors.

3. It is indispensable to real success at the recitation, that the teacher should make a careful and thorough special preparation for each exercise.

This is a vital point. A teacher should never appear before a class without a careful review of the subject matter of the lesson, in its relations to preceding lessons to the mental status of the class. There should be not only a fresh examination of the subject, but a well-digested plan for accomplishing the object for which the particular lesson is assigned. Every difficulty likely to arise should be foreseen, and if possible, provided for in advance. The teacher should, in the course of this special preparation, strive to put himself in the place of his pupils, look at the subject from their standpoint, and anticipate, as far as practicable, the questions, explanations and illustrations that may be necessary to lead them to the right conclusions. The neglect of this special preparation is far too general. It is too common an occur

nce for teachers to go to the class-room with a vague conception the subject in hand, with little knowledge of the peculiar needs the pupils, and with none of that careful elaboration of plan rich alone can give point and sharpness to drill, exactness to mental impressions, interest and enthusiasm to the work of the ur. Special preparation for each recitation means resolution methods of instruction, progress in study and mental development by the pupils, and a radical change for the better in the aracter of our schools.

THE TERMINATION "OUGH."—Foreigners sometimes have difficulty in learning the English language, and complain of the general looseness which allows so many different pronunciations the same combination of letters. Imagine the confusion of an intelligent Dutchman, reading the following little story for the first time:

One rough day in winter a poor hog which had a bad cough, jumped through a hole in the floor of his pen and skinned its hough, while going for a piece of soft dough which had lodged in the ough. He finally got one end of the doughty piece of dough in his mouth and pulled; it was very tough and stretched a good deal, allowing him to wiggle out through the fence and down to a suburb of the borough, where there is a deep slough. The under thread of tough dough thus drawn out at length caught on a bough of a tall tree and snapped, causing the hog to fall back on his haunches and plough a deep furrow in the slough. It was rough; the effort caused him to cough, and he took cold in his ough and died in the slough away from his trough, while the wind rained in the bough which had lost him his dough.—*Exchange.*

OFFICIAL DEPARTMENT.

OFFICIAL VISITS.

HAMILTON COUNTY.

On the 30th day of January, at 11 o'clock, I paid an official visit to Hamilton county. I found, by a somewhat careful inspection of the Auditor's books, that the school funds are safely invested and productive of interest. I met the Trustees and School Examiner in the office of the Superintendent of the graded school at Noblesville. The Examiner has licensed, this year, about one hundred teachers. He has refused ten applicants. Revoked the license of none. Does but little visiting among the schools of the county. Trustees report to me that they generally have good houses for their district schools, but seem to feel the necessity of township graded schools. There are eight graded schools in the county at this writing. Also four schools for colored children, which are succeeding very well.

The county comprises fourteen School Corporations. Thirteen of these last year made the local levy for tuition purposes. Four of the thirteen to the limit of the law. The total amount of local tax raised by the different corporations of this county, last year, was eleven thousand four hundred and twenty-five dollars and seventy cents. Teachers are paid according to grade of certificate. This is as it should be. The schools run generally from four and one-half months to six months. This is just as it ought not to be. I am satisfied that the minimum of any school term is six months, that the maximum is nine months in this latitude. A little more money from the local levy is the thing needed in Hamilton. The severity of the weather had closed the graded school in Noblesville. I had hoped to see all the children and teachers in this new building. In this I was disappointed. I shall try again.

HANCOCK COUNTY.

I paid to this county an official visit on the 4th day of February. The Auditor informed me that there were loans of thirty years standing made by that office. These he, however, regarded as still safe, but thinks it time either to pay up or renew. Most any business man will agree with him in this.

At 2 o'clock I met in the new school building the Trustees and Examiner. There are twelve School Corporations in this county. Four of them

only were represented by their Trustees in this meeting. The School Examiner was present, and reported that he had examined, thus far in the year, about one hundred applicants. Of these he had licensed about seventy-five, and refused twenty-five. There are in this county eighty-seven schools. The School Trustees represent the schools in their respective corporations as doing reasonably well. They have had some difficulty on the book question. By prudence they will pass this difficulty. "Better to bend than to break." All the Trustees except those of Greenfield and Fortville levied, last year, the local tax for tuition purposes to the amount of seven thousand eight hundred and ninety-four dollars and thirty-six cents. From all I could learn, the schools in the country will compare well with those in the towns. Examiner New is disposed to do everything in his power to bring up the schools in Hancock.

WAYNE COUNTY,

On the 7th day of February I arrived at Centreville, where I met the Trustees from every corporation of the county. Examiner McNeil was also present. He has issued certificates to about one hundred and fifty-five teachers; sixty of these have received a two years' license. Twenty were refused. He is not able to visit the schools of his county, as the Commissioners do not require it. He holds, however, township meetings with his teachers, and uses mostly the State questions. He thinks those in English grammar should be more difficult. The Trustees are a very intelligent set of men. They made favorable reports as to the condition of their schools. There are twelve graded schools in this county; twenty-four school corporations. Five of these make no levy for tuition. Two levy five cents, one six cents, ten ten cents, one fifteen cents, two twenty cents, three twenty-five cents. Total amount received to supplement the State revenue, is twenty-one thousand ninety nine dollars and seven cents. In some of the towns I find very superior school buildings, especially is this true of Cambridge City. They built for the future, not not for the present merely—their house being larger than the demand. The only fault I find to the schools of Wayne is, that in a majority of cases the school term is entirely too short. Four months is the time of many of them; five of others. A few run nine months in the year, as they should. Wayne is behind some counties that do not possess her wealth, in the length of school term. Will the Trustees advance a little? The State, in a few days, will help you in this work, by adding to your regular school fund one-half million of dollars. Will not the Trustees help themselves by increasing this levy? Why not march up to the limit of the law at once, and run your schools from seven to nine months? But I am sure the Trustees of Wayne county will take good care of the children's educational interest.

M. B. HOPKINS,

State Superintendent.

EDITORIAL.

OUR CONTRIBUTIONS.

WE FEEL confident that our readers will be pleased with this number of the JOURNAL.

Professor Safford, of the Chicago University, spent several years in Europe, and speaks advisedly with reference to the German school system. What he suggests concerning the probable future of our own school system, will be read with interest by all our thinking teachers. We most heartily endorse the sentiment of the author when he says that "preparation for college" should not be the main aim of our common school system. "Preparation for life" should be the aim of our free schools, and the college curriculum should be so modified as to take pupils where the Public High School leaves them.

Mahomet must come to the mountain, and the highest interests of the great masses of children in the public schools constitute the mountain.

Primary teachers and those interested in primary teaching will be interested and instructed by the valuable suggestions made in Miss Lathrop's article. The Primary is the most important of all grades of teaching. Miss Lathrop shows by her first article that she understands her subject—she begins at the beginning—and we look forward for the succeeding articles with not a little interest.

We hope that no teacher will fail to read Mr. Watkin's article on "Teaching Addition." It is eminently practical, and just what hundreds of our teachers need. But few of us appreciate the importance of rapid and accurate addition.

Do not fail to study Prof. Phelps's article on Conducting Recitations. The manner in which a teacher hears recitations, will determine the character of his school. There is no other stimulus to study so great as *good* recitation-hearing, and if the teacher can secure good study, that is the secret of good order, and of all true success in the school room.

The article on Roman Literal Numeration, by W. D. Henkle, will be read with interest, if not with profit. Friend Henkle knows more curious things about curious subjects, than any other person of our acquaintance.

Very many teachers will be interested in the history of the creation of the office of State Superintendent of Public Instruction.

Read the article on the Normal School, and use your influence to get as many teachers to attend the spring term, as possible. Persons that have taught some, and expect to teach more, do not know how much they would be profited by a single term's attendance.

TRUSTEES—EXAMINERS.

TO TRUSTEES.

The time is now drawing near when Trustees will have to levy the taxes for special and tuition purposes.

Some Trustees have done their full duty in this regard. They have levied sufficient special tax to enable them to put their school houses in good repair, to build what new ones were needed, and to furnish all with good desks, maps, globes, charts, &c., and have levied sufficient tuition tax to enable them to keep their schools open from eight to nine months in the year. Others have put their school houses in good repair, but have levied but little tuition tax. Then there is still a third class, who, on the plea that "The people complain so awfully of the taxes," or "The people do not want it," are still running along with dilapidated houses, furnished with "box seats," with no decent out-houses, no maps, no globes, no charts—in short, nothing for the teacher to work with.

We have reason to believe that this third class is quite large. This matter is entirely in the hands of Trustees, and it is to be hoped that they will all think carefully of their responsibility in this regard before fixing the taxes for the coming year. It is a fact that no tax is so cheerfully paid, by the great masses of our people, as the school tax; and it is further true that wherever a Trustee has taken advanced grounds—has levied the tax, improved his school houses and his schools, the people have uniformly sustained him.

Let Trustees consider this matter carefully, and do their full duty.

TO EXAMINERS.

We wish to call the attention of Examiners to the above, and suggest the propriety of calling a meeting of the Trustees for the purpose of considering the matter of special taxes. Examiners ought to have influence with their Trustees, and could do much in the way of urging the necessity of better school houses, and longer terms of school. We believe that Examiners, by concerted action in this direction, could increase the average length of the school term throughout the State from one to two months.

Will they put forth the effort?

TO TEACHERS.

Teachers have a special interest in the matter, and should lose no time in bringing the subject before the minds of both Trustees and Examiners, and urging upon them the necessity of action. They should make personal appeals to the Trustees, and represent to them the great advantages growing out of the lengthened school term. Let every body who is interested in this matter go to work at once, and work earnestly.

OUR ADVERTISEMENTS.

We occasionally have it hinted to us that the JOURNAL would be more acceptable to teachers did it not contain so many advertisements. Many teachers seem to be laboring under the impression that in proportion as we would decrease our advertising, we would increase the amount of reading matter. This is a mistake; we give the full amount of reading matter every month, regardless of the amount of advertising. The advertising pages are all extra. Our contract with the State Teachers' Association binds us to furnish only *thirty-two* pages of reading matter, while we have given, for the last two years, an average of over *forty* pages—more than is given by most school journals. Thus in publishing advertisements, we in no respects wrong our subscribers. And further, if it were not for the advertising, the price of School Journals would have to be advanced from fifty to one hundred per cent., or nine-tenths of the journals would be obliged to suspend.

We have just received a letter from the editor of the most extensively circulated Journal in the country, in which he says that the actual cost of publication amounts to almost the entire subscription price, and that he has but little more than the money received on subscriptions to pay him for his time and services as editor. We are inclined to think that those who find fault with the advertising, would be the least willing of all our subscribers, to have the price of the JOURNAL advanced.

Furthermore, we believe that a large majority of our readers really value our advertising pages. By means of them they are kept posted in regard to the latest publications, the merits claimed for the various textbooks, the improvements in school furniture, and other matters pertaining to school work. These are things that every enterprising teacher has an interest in, and will appreciate.

We seldom make an issue in which something new may not be found in our advertising pages.

THE SCHOOL FUND.

SOMETHING over half a million dollars of the school fund has been lying idle for the last year, and, as a result, the children of the State will lose a little more than thirty thousand dollars. It came about in this way: Under the law of 1867, all money belonging to the school fund coming into the hands of the Auditor, had to be converted into non-negotiable State bonds, drawing six per cent. interest, and payable semi-annually.

In 1871, when this large sum was about to become available, the legislature passed a law which provided that it shall be distributed among the various counties of the State, in proportion to the number of inhabitants in

each. The County Auditor and Treasurer are required to loan it at eight per cent. per annum.

As this law is very similar to the one of 1859, under which a large amount of the school money was distributed to the counties, and not a little of it lost, and as it was thought to be unconstitutional in some of its provisions, A. C. Shertridge, F. Smith and J. K. Sharp, instituted legal proceedings to enjoin the State Auditor from distributing the money under the law. These gentlemen were assured that the law could be tested and the whole matter settled within thirty days; but as the decision in the lower court was in their favor they had no power to hasten the appeal, and so a final decision was not reached till recently. The Supreme Court has decided the law constitutional, and the fund will, as soon as practicable, be distributed to the various counties.

A measure known as the "Ruddle Bill," which failed in the last legislature, was certainly much better than either the law of 1867, or the present law.

Instead of putting the management of this fund into the hands of the officers of ninety-two counties, it put it into the hands of the State Auditor, who was to loan it to the citizens of the several counties, in amounts proportionate to the number of children of school age in each, to be secured just as the college fund is now secured, one dollar of which has never been lost. This central management certainly would have been better, for while the citizens of the various counties would have received all the benefit to be derived from the fund, it would have put it out of the power of the county officers to favor party friends or to use it in political interests.

But the matter is decided, and the money will be distributed, so let us hope for the best. The counties are held responsible for both principal and interest, and the school fund will receive the interest regularly, whether the money is loaned at all or not.

Under the law of '59 no body knew anything of this fund but the county auditor, and hence the large losses; but while Prof. Hoss was Superintendent, he went to the various counties and got at the true amounts in each so far as possible, and took a transcript to his own office,—and since that there have been no losses. Of course the State Superintendent will take the amount apportioned to each county, add it to the former loan, keep the account, calculate the interest, and the school fund cannot suffer, however much the principal may be mismanaged. The taxpayers are the ones that suffer.

We believe that the persons who brought this suit did it in good faith, but we fear it has cost the school fund over thirty thousand dollars, as it is doubtful whether this interest can be collected from the State Auditor, in whose hands the money has been.

MISCELLANY.

FRANKLIN COLLEGE.

BY ORDER of the Board of Trustees, Franklin College situated at Franklin, has been closed, and the students have gone home. It failed for the want of money. It is understood by its friends in different parts of the State that under the direction of a close corporation, Franklin College will rise again, and succeed.

The Baptists of Indiana, if united, are strong enough to sustain a first-class college. We suggest that the best thing to do now is, not to try to resuscitate the old college, but to submerge the Indianapolis Female Institute into a new college, well located, and open to both sexes.

TEACHERS complain a great deal because parents do not visit their schools more, and very properly too, for parents are much at fault in this regard.

Teachers would secure a great many more visits, if they were more specific in their invitations. Instead of saying, "Mr. A., I should be pleased to have you visit our school some time," say "Mr. A., on what day are you coming to see our school? Have you anything especially on hands next Wednesday? I shall expect you *sure* then, on Wednesday afternoon." The latter invitation will secure *ten* visits to where the first will secure *one*.

For things that may be postponed indefinitely, there is nothing like *fixing a time*.

THE school building at Rising Sun has been burned; a few days ago the Third Ward school in this city, caught fire, and came near being burned; school houses frequently burn. This fact leads us to suggest that the doors in all large school buildings should be hung so as to open *out* of the rooms. In case of a fire and a panic, if the doors open into the rooms there is great danger that the doors may be closed and kept so, by the mass of children pressing against them, whereas, if they opened into the halls, this danger would be avoided. This precaution may save life.

WE have not received one-tenth part as many January numbers of the JOURNAL as we would like. It gives us pleasure, however, to know that each number is so highly appreciated.

We repeat the offer made in last number. We will add *two months* to the subscription of any one who will send us the January number for 1872.

If those who have read the January number and do not wish to file it, will send it to us, we will take it as a special favor.

INSTITUTES.

TIPPECANOE COUNTY.—The Tippecanoe County Teachers' Institute opened on the first day of January, and closed on the fifth.

The officers were: President, J. E. Matthews; Vice-Presidents, J. T. Merrill and E. T. Jenks; Secretaries, W. H. Caulkins, W. D. Gifford and Miss S. M. Brown; Treasurer, Thomas Moore.

There was an enrollment of one hundred and thirty-eight teachers, and an average daily attendance of ninety-seven.

The Hon. E. E. White, of Ohio, was principal instructor. Instruction was also given by Messrs. Cyrus Smith, H. S. Dakin and others.

Messrs. J. M. Olcott, B. W. Smith and Thomas Charles, were present part of the time, and participated in the work of the Institute.

The utmost harmony and earnestness prevailed throughout the session, and we feel sure that much good has been accomplished by the clear and impressive lessons of Mr. White, the outlines of which were carefully noted by nearly every teacher present. The many expressions of satisfaction, on the part of both teachers and citizens, at the close of the Institute, are unmistakable marks of a new era in the cause of education in Tippecanoe county. Our teachers are awake to the importance of the work.

Among others, the following resolutions were adopted:

"*Resolved*, That we heartily endorse the bill before the late legislature creating the office of County Superintendent, and earnestly hope that it may yet become a law, believing that the efficiency of our schools would be greatly promoted thereby.

"That this Institute receives with especial satisfaction the recent decision of the Superintendent of Public Instruction, that teachers are entitled to their regular salaries while attending the Institute.

"That while we endorse the *INDIANA SCHOOL JOURNAL*, we would also recommend its perusal by every teacher."

J. E. MATTHEWS,

Examiner.

The above report was sent in time for the February number, but was mislaid. We regret it.—[Ed.]

GRANT COUNTY.—The Institute opened on Christmas day, and continued five days. Enrolled sixty-five names first day. Organized, appointed committees, and remarks were made as to the work to be done. Prof. W. Russell was chosen President. Our programme was full of work, about all of which was well executed.

Prof. L. H. Jones, of the State Normal School, lectured on Tuesday evening, and Prof. C. W. Hogin, of Dublin, Ind., lectured on Wednesday evening. Among other speakers was Mr. E. Norton, of Marion, who gave a learned exposition of the Prussian system of education. The speaker recommended this system. Mrs. Downey, of Xenia College, Ohio, was present, having come to visit her daughter. Mrs. Downey gave an *Object*

Lesson, rendered Poe's *Raven*, and some short *Talks*, all of which was done with good effect, and the Institute offered her thanks for her very acceptable work. A paper was read in sections, by Mrs. Russell, Miss Stanley, and Miss McMillen. I would like to speak of the various recitations, many of which were conducted by our own teachers, but space will not permit. There was a good interest in these, and all were profited by them. Our music, at intervals, added to the general interest. The average attendance was about one hundred and fifteen. Rev. F. F. Simpson gave us an interesting address the last day of our session. There was a general spirit of work which continued to the last hour. Our Institute was a success, and its work is manifest in our schools. Do you think, Mr. Editor, it is better to have the Institute in the fall, or during the holidays? Yours, truly,

T. D. THORP,

Examiner.

PERSONAL.

W. E. RUBLE.—We regret very much to hear of the death of W. E. Ruble, who went from this State to Kansas last summer. He will be remembered pleasantly by many of our readers, as one of our most earnest teachers. He taught for many years in Knox county, and two years ago was Principal of the Milton schools. He was teaching at Fairmount, Kansas. While in attendance at the Kansas State Association, he was taken suddenly ill, and within three days was a corpse.

Who'll be the next?

DR. RYLAND T. BROWN has been appointed Chief Chemist of the Department of Agriculture, at Washington. While we regret very much the temporary absence of Dr. Brown from our midst, we must congratulate the Agricultural Department at Washington on its choice of Chief Chemist.

Dr. Brown, for years past, has filled a Professor's chair in college, but being a man of broad and liberal views, and possessing great energy, he has, by no means, been confined to his college work. Especially do the departments of Agriculture and Geology in this State, owe much to his labors.

REV. J. P. GAY, Professor of English Literature in the State University, at the close of a lecture lately delivered in the College Chapel by Theodore Tilton, took occasion to denounce, in severe terms, both the lecture and the lecturer. The excitement was wild for a time, and the Professor was hissed.

The students, at whose instigation the lecture had been given, met the next day and passed resolutions thanking Mr. Tilton, and "disapproving" of the course pursued by Prof. Gay. The subject of the objectionable lecture was "Home, sweet Home."

WILLIAM RUSSELL is Superintendent of the schools at Marion, this State.

INDIANA SCHOOL JOURNAL.

HAN COX, Superintendent of the Logansport schools, has sent us of nearly all his teachers as subscribers to the JOURNAL. Thanks. **JOHN**, of Greencastle, has sent us his annual list of subscribers. It seems to it that his teachers read educational journals.

PHILOM, Examiner of LaPorte county, publishes the names and of the teachers to whom he grants certificates.

E. H. STALEY, of Frankfort, makes the educational columns lively in county papers. "Go thou and do likewise."

L. GARNSEY, the School Architect, since the great fire, has changed to 472 Wabash Avenue, Chicago.

teacher in Gosport takes the SCHOOL JOURNAL. **B. C. Davis** is ident of the schools.

ANDREWS, of Chicago, the School Desk man, is no longer a

WALTER, of Elkhart, has been holding public examinations in his The visiting committee passed complimentary resolutions, and the speakers speak of the schools in most commendable terms.

THOMPSON, Examiner of Jasper county, has visited every school nty, has held township meetings, has lectured in many places, rt, has been doing a good work for his schools.

MARY, who is spoken of as an accomplished and experienced as been elected Principal of the Peru High School. The High m has been re-seated with single seats and desks.

JOHN, Principal of the Paragon Academy, has issued a circular ; "Course of Study," &c., and headed "The Children's Home." r "children" ought to be more home-like.

J. G. CARVER and **M. J. Lafollette** are the only lady teachers in nty, outside of New Albany. Their schools are reported to us as ng the best in the county.

WILBY, Superintendent of the Terre Haute schools, some time e a lecture before the Clay County Teachers' Association on "A Business Education."

VENABLE, of Cincinnati, is writing a history of the United t is intended for use in schools, and is to be published by Wilson, **THE**

HUNTER has been getting up another entertainment. This time it entine Drawing," to raise money for a library. Where there is ere is a way.

nd, who has lately visited Gibson county, says of the Examiner: pion Mr. Stillwell has an executive ability inferior to no Exam- e State."

P. V. ALBRIGHT, Examiner of Floyd county, has been visiting his schools. A friend, who accompanied him one day, says, "He is a good worker."

MISS HARRIET FISHER, teacher in the Grammar grade of the Wabash schools, with an enrollment of forty-two, has not had a case of tardiness this year yet, and has taught nearly six months. This certainly puts Miss Fisher ahead.

J. M. COYNER, of Rushville, Ill., sends us a lithograph of his school building. If as represented, it is very fine. He also sends an "Analysis of the Constitution of the United States" which is very ingeniously arranged, and will be a great help to teachers.

JUDGING from the printed programmes, we infer that the teachers of Shelby county, under the direction of Examiner Norris, have been having a series of interesting county Teachers' Associations during the current school year.

A. W. JONES, School Examiner of Knox county, refused to grant a license to an applicant, because he misspelled only fifty-three common words during the examination; and the friends of the aspirant to pedantic celebrity set the Examiner down as being over particular.

E. W. FISK, D. D., has been elected President of the Indiana Female College, located at Greencastle. He will spend much of his time in traveling in the interests of the college.

W. W. BYERS will retain his place as Principal, as heretofore.

DR. GEO. A. DYER, Examiner of Daviess county, after visiting his schools, publishes a full report in the county papers. He seems to tell the truth about each school, praising where there is room for praise, and pointing out faults where things do not suit him. He says: "I can not see how a teacher can succeed well without a programme of exercises. Many teachers in this county use no programme, and I notice that such do not have good order, and regular recitations." We presume that it is true that many teachers in other counties do not regulate their school work by a programme; and presume, also, that the order is bad and the recitations irregular as a consequence.

ABROAD.

KANSAS.—The Kansas legislature is considering a bill for "Compulsory Education." The Governor and Superintendent of Public Instruction, both favor it, and it is likely to pass. If it does, we shall give its main features.

The Senate voted down a bill to banish the "rod" from the school room; so Kansas teachers still have a right to use it, if scarcity of timber does not prevent.

Woman's Rights are at par in Kansas. They have lady clerks in the legislature; little girls as pages; a lady Assistant Superintendent of Public Instruction; lady Postmasters; lady telegraph operators; and sixteen hundred and twenty-five lady teachers.

Indiana teachers are abundant in Kansas.

The State Normal School seems to be flourishing under the direction of professor G. W. Hoss. They have one hundred and thirty-two students, and only one hundred and ten seats. The State Legislature visited them a week, a few days ago, and on their return voted them fifty thousand dollars for a new building.

WISCONSIN.—At the late State Teachers' Association, it was "Resolved, that the interests of education do not require a State law, at this time, providing for compulsory attendance of children upon schools."

CALIFORNIA.—Monterey county contains an area of four thousand five hundred square miles. The valuation of property is four millions of dollars. Rate of taxation for school purposes is thirty-five cents on each one hundred dollars. The country school kept open about seven months in the year—graded schools ten months. Average wages paid teachers, First Grade, one hundred and twenty-five dollars; Second Grade, ninety dollars; Third Grade, sixty-five dollars. California has County Superintendents.

MINNESOTA.—We learn from the printed regulations of the State Normal School, that when a student is admitted to the school, if he leaves before the end of a term without the consent of the Principal, he is reported as *expelled*.

The use of tobacco, in all its forms, is prohibited under penalty of expulsion.

The school is regarded as a Training school for teachers, and not as a reform school. Hence, students not disposed to submit cheerfully to wholesome regulations are expected to find another stopping place.

Some of the rules seem to be adapted to boys and girls, rather than lady and gentlemen teachers: *e. g.* "You will, under no circumstances, climb the fences or enter the yards or gardens of citizens without their express permission."

BOOK-TABLE.

KIMBO'S GUIDE TO COMPOSITION. Cincinnati: Wilson, Hinkle & Co.

Too much importance can not be attached to early composition writing. *Practical*, not technical, grammar is what children most need. In the above named book the pupil is led along, step by step, so gradually that he is writing compositions before he is aware of it, and before the word *Composition* is used. We have used the book for years, and know it to be a good one. It is not new, but has lately been bound in new style, which adds very much to its appearance.

THE SUNDAY SCHOOL WORLD is a monthly paper intended for Sunday school teachers. It is ably edited, presents and discusses a lesson for each Sabbath in the year, and will be a great help to teachers in their important work. W. R. Porter, 220 W. Madison street, Chicago, is agent.

JUNE ON THE MIAMI, is the name of a little volume of poems by W. H. Venable, of Cincinnati. It takes its name from the first poem, which is the longest and, in our judgment, most uninteresting one in the entire volume. The book is not a grand one nor a profound one; but with all propriety may be called a *beautiful* one. It contains many short poems that are indeed pretty. We read it entirely through at one sitting, and enjoyed it. "The Teacher's Dream" we regard as the best.

CICERO'S SELECT ORATORICALS. By Prof. George Stuart. Philadelphia: El-
dridge & Brother.

This edition of Cicero will certainly fill a place in the library of school-books that has long been empty. It contains a *vocabulary* suited to itself, notes that throw light on the dark places without positively translating them; a Life of Cicero; a List of the Consuls during his life; and a plan of the Roman Forum and its surroundings. It commends itself not only by its contents, but also by its neat, attractive appearance, its convenient size, and its reasonable price—\$1.50.

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HOW TO TEACH THE USE OF GOOD ENGLISH.

BY THOS. HOLMES, D. D.,

President of Union Christian College, Merom, Indiana.

(PAPER READ BEFORE THE STATE TEACHERS' ASSOCIATION.)



ACOB GRIMM, one of the world's most distinguished philologists, says of the English language, "In wealth, good sense, and closeness of structure, no other of the languages at this day spoken deserves to be compared with it; not even our German." Coming, as this does, from one who had made the rich, strong, flexible, and expressive German the study of a long and laborious life, this was high praise; yet, it may be safely said that most, if not all, whose philological researches make their opinions valuable on this point, coincide in this judgment. The treatment such a language deserves from those who speak it, and those who sculpture in it the monuments which their best thoughts erect to their memories, needs no suggestion here. It is, however, in the direct line of my present object to say that the honor it receives, even from many who claim to be its best friends, falls far short of its deserts; and, "worst of all and most to be deplored," these friends (?) seem entirely unconscious of their neglect. Many, even of the leading educators of America, men who write and speak in lofty style, whose eloquence, poised on the wing of a tireless imagination, soars, like the eagle, towards the sun, leave their manuscripts in no

on for printing, their epistolary writings without punctuation, in conversation, and extempore remarks on public occasions, violate, habitually and constantly, the most obvious rules of English. Authors, of world-wide fame, in many cases, neither know nor care to know any thing about the rules of punctuation and capitalizing; and frequently, through ignorance perhaps, violate the established rules of English grammar, and ignore the existence of rhetoric.

Authors, editors, newspaper reporters and correspondents, critics, and scribblers in general, though often manifesting great talent, research, and industry, laying the world under a heavy load as well as pecuniary tribute for the light they scatter in many of the wrong paths of human life, must, and undoubtedly will, that their finest thoughts are, sometimes, so obscured by bad syntax and faulty rhetoric as to arrest the attention, and invite the criticism of every intelligent reader.

Let some unobservant scribbler, or wounded knight of the quill, should doubt the truth of these sweeping accusations, I will be pardoned for citing a few examples.

Picking up, one evening last week, T. H. Headley's "Sacred History and Martyrs," in the chapter headed "Jesus Christ" I found the following:

It does not follow that because He was subject to His parents, that His life passed like that of other boys and young men."

The following I clip from newspapers in our own neighborhood:

Each of the several wards [of Columbia, South Carolina,] are represented by two negroes and one white man."—*Editorial.*

The character of the persons composing the colony are well and distinguished."—*Correspondent.*

The Sulphur Springs, near Michigan City, are to be fitted up in first-class style by a company who proposes to make a fashionable resort of them."

Archbishop Trench, in the preface to his "Studies in the History of the Church," has the following:

Gathering up lately a portion of what I had written, for publication."

The following is from the pen of Disraeli:

The beaux of that day used the abominable art of painting their faces as well as the women."

These and many other quotations that might be made from

writers of high reputation and merit too, must be added the colloquialisms, provincialisms, vulgarisms, and barbarisms of the uneducated masses.

For this enormous evil I am asked to prescribe a remedy.

The first thing in order, then, is to diagnose the case.

DIAGNOSIS.

1. This case is clearly hereditary. The habit of using ungrammatical and badly constructed language is transmitted from parents to children.

2. It is perpetuated by ignorance, carelessness, false maxims, and defective instructions in the school-room.

3. It is chronic.

4. It is contagious.

5. It is loathsome and disgusting.

6. It is almost incurable.

TREATMENT.

Before making curative applications it will be necessary to use the probe. A chronic ulcer like this can never be healed by superficial manipulation. The doctrine that the only utility of language is the conveyance of ideas, and that when the thought is understood nothing more is necessary, must be reprobated and condemned. Speaking and writing are fine arts as truly as painting and sculpture; and reveal more clearly the point reached by civilization and refinement than either painting or sculpture.

No rapid progress will, however, be made towards remedying this great and crying evil, while scholars, educators, and eulogists of the beautiful, rich, and capacious language we are permitted to use, feel no more mortification, I would rather say indignation, in view of the unpardonable carelessness so commonly exhibited in its use.

Mothers who are acquainted theoretically, and with a little attention might be practically, with the construction of good English, teach their children not only baby-talk (for this we could pardon them), but many ungrammatical expressions that, becoming fixed by the force of early habit, can scarcely be overcome by years of careful labor and watchfulness in after life. Would mothers but spare their children this loss of time and waste of energy, the advantages that would thus be gained who can estimate? In most of our common schools, and in too many high-

schools and academies, grammar, as taught, is nothing more than the art of parsing. The pupils' minds are occupied wholly with the language of others; and when they are able to analyze correctly and parse fluently the difficult language of Milton and Pope, and, perhaps, Pollock and Young, they are pronounced good grammarians. Meanwhile, not one word is said about their own use of language. Even while engaged in class exercises, discussing learnedly the grammatical relations of the words of some distinguished author, perhaps the propriety of his diction, teacher and pupils seem to vie one with another, each apparently endeavoring to excel the rest in doing violence to our glorious English. Well has it been said of such, "They murder the Queen's English." I think it should be added, that, not content with the foul murder, with barbarous delight they proceed to mangle the corpse. Thus theoretical critics and practical barbarians are propagated and multiplied, where the use, not merely the analysis, of good English should be taught and learned.

Having thus partially probed the wound, probably as deeply as the friends of the patient will permit at present, we must proceed to address a few advisory hints and suggestions to the invalid.

Dear sufferer—You are but slightly conscious how deplorably and almost incurably sick you are. The truth is, there is not a perfectly sound limb on your body, and scarcely a hair among your beautiful locks that does not show defect of some kind. Your features, though nearly all the points of perfect beauty have been skillfully combined to form them, and make them fair and comely, are fearfully distorted by the refracting media through which we look at them. Your vital parts are, in the main, sound; though many think your wounds incurable, and seem intent on making them so. My opinion is, however, that careful watchfulness, patience and perseverance will, in time, with the judicious use of proper remedial agents, present you to an admiring world, healthy, vigorous, and beautiful.

REMEDIES.

1. Suitable text books.

In this fast age, and in this hot-bed of Yankee enterprise, so little time can be afforded by the masses for education that authors of text books, in their efforts to condense, and at the same time simplify, introduce, in too many instances, arbitrary precepts

and rules, mere machines, by the use of which, results may be obtained, while spirit, life, philosophy, are left out of view. This has been the serious fault with grammars. Primary pedagogues, with no knowledge of other languages and but little knowledge of English, who scarcely know the meaning of the word philology, conceiving the idea that the publication of *A Short and Easy Grammar* will pay, prepare, with a few weeks' labor, a "popular Grammar for the million" (popular before the people have seen it); an equally unscrupulous publisher, moved by the same greed for gain, soon puts it into beautiful type and stylish binding, ready for the market; and superficial teachers introduce it everywhere, thinking there never was, such a Grammar. Against all works of this kind we should be constantly and carefully on our guard.

Farmers may ride patent agricultural implements around their farms, their wives may manufacture all their wearing apparel on patent sewing and knitting machines, Biddy, may, perhaps, discover that she can ride a velocipede about the kitchen, and thereby save many weary steps, but, be assured, fellow-teachers, "perpetual motion" and a royal highway up the hill of science will never be discovered. Science can be taught through its philosophy only. It is no more absurd for a mere organ-grinder to claim to be a musician than for a mere mechanical grammarian to claim to teach the use of good English.

2. More carefulness, precision, exactness, must be introduced into everything we do. As a people, particularly in the use of language, we greatly lack the æsthetic element. Utility is the highest, almost the one idea to be realized. Beauty, that refines, ennobles, purifies, and perfects, is ignored. People who are precise and exact are "exquisites," "prudish," "old maidish"

Few seem to have any idea of the influence this spirit has in securing skill, success and distinction in the world; and how impossible it is to ever do anything well without it.

Fellow-teachers, let me assure you, you can never teach the English language well until the spirit of exactness, precision, careful attention to minutiae in everything takes full possession of you. In every sentence written upon the blackboard (and not a principle should pass without an illustrative example being written on the board,) careful attention should be paid to capital

etters and punctuation; and a similar application of the spirit of exactness and carefulness should characterize every step.

3. Care must be taken to impress pupils that in ordinary conversation they are to constantly practice the rules and principles inculcated in their text-books. If they speak the English language correctly, they will, undoubtedly, write it correctly.

4. Keep the spirit of criticism constantly alive in the class and throughout the school.

5. Parents must, by some means, be made to feel the importance of teaching pure English in the family circle.

In conclusion, many of you will say, "Physician, heal thyself." Alas, my observing friend, with mortification unfeigned, and shame and confusion almost unendurable, I groan beneath the chains of detestable and detested habits, fastened upon me by the very influences I have been censuring, and against which I have herein warned you. One thing only I claim. I see, I feel, I loathe my chains. I court your criticism. Point out, if your patience be equal to the task, all the errors in this essay; and whether you do it in the spirit of captious, wounded pride, or of candor and love, I will try and profit by it. Go ye and do better.


THE fight between Church and State over the school question has been opened vigorously in Prussia. There the Government has hitherto, to the great disgust of the liberals, adhered steadfastly to the policy of leaving the schools under clerical control, the majority of the clergy being, of course, Protestant. But the Ultramontanists, having declared war against the Empire, and begun to teach against it in the schools, a bill has been brought into the Landtag, authorizing the Government to supersede the present clerical superintendents of schools by lay ones whenever it thinks proper. The Catholics are furious, and the bishops have signed a unanimous protest against it, while the Protestant clergy of the old orthodox school, represented by Herr Muehler, make common cause with them. How the fight will end it is as yet impossible to say.

CATHOLICISM vs. THE PUBLIC SCHOOLS.



ADDRESS OF BISHOP DE ST. PALAIS, OF VINCENNES.

• • • • •

 HE fast of Lent and the Paschal Communion are not, dearly beloved brethren, the only important obligations of which the thought on death reminds us. There are many others of no less importance which it brings to our recollection, and among them there is one we have most at heart, because the preservation of the true Faith, and consequently the salvation of future generations, depends upon its fulfillment. We mean the obligation of giving to children a truly religious education, and at the opening of the penitential time we call your special attention to the faithful and strict observance of that Christian duty.

A system of public and godless schools has of late years been introduced in this country. It was first presented under the name of Common Schools, as a means of giving a suitable but plain education to the children of the less fortunate class at the expense of the wealthy portion of the community. This was very proper indeed, and no one would complain, or ought to complain, had matters been arranged in such a way that every child belonging to that class, could make use of the bounty without danger of losing the faith in which its parents desire and will that it be brought up; but unfortunately arrangements to that effect were not made. The Graded School was soon added to the Common Schools. Then came the High Schools, and now the State assumes the parental right of educating all the children in its own way. Splendid school houses are erected; teachers for all branches of learning, religion excepted, are paid high salaries—all at public expense. And the parents, who value the souls of their offspring more than wealth or learning, because they have read in the Gospel that it “profits a man nothing if he gain the whole world and lose his own soul,” pay taxes for the worldly education of the children of others and keep their own children at home, or send them, at their cost, to schools in which religion is taught, and where they will learn that God, and God alone, is the principle end of all knowledge.

If you ask us the reason of our opposition to public schools,

answer will be plain, frank and sincere. We object to public schools on account of the infidel source from which they originate.

We object to these schools because the teaching of religion is excluded from them, and such exclusion will inevitably produce a gross indifference, if not infidelity. We object to these schools, because religious instruction, which is necessarily connected with the acquirement of secular knowledge, cannot be introduced in

without interfering with the conscientious rights and wounding the most delicate feelings of the pupils. We object to these schools again, because the promiscuous assembling of both sexes at a certain age is injurious to the morals of the children, and because we dread associations which might, in time, prove pernicious to them and distressing to their parents. We do not object to teaching. We always encouraged it with all our might; the school buildings erected at Vincennes and elsewhere,

and of them at our own personal expense, show that we have, perhaps, done more for the cause of education than any other individual in the State; but we believe that education, without religious and moral training, is, for society, a curse rather than a blessing. State prisons and county jails are not the test of the morality of a nation. There are horrible crimes, unfortunately common in our days, which do not lead the perpetrators of them to those places of confinement, and besides, how many idle and educated villains ought to be there and are not?

We therefore entreat you, dearly beloved brethren, to think seriously of the duty incumbent on you, to raise your children in the fear and love of God, and to send them to schools in which the science of religion is taught, for religion is the highest branch of education, and the only one essential to attain the end for which we are created.

Physiology, Astronomy, Chemistry, Anatomy, and all other sciences with sounding names, and of Greek Etymology, will not give your children the respect, love and obedience due to parents, and will not teach them modesty, which is the brightest ornament of woman, and renders the relation of man with his fellow-men harmonious and pleasant. They will not teach them industry and purity, which insure peace and happiness to the family circle.

They will not teach them the fidelity which the espoused owe to each other, nor the obligations contracted by parents towards their children; nor will they teach them to know, love and serve God

in this world, in order to be happy with Him forever in the next. Besides, the poor children will learn too much and just enough of those big things to make themselves ridiculous in their conversation, if they have not the good sense to keep silent on those matters. But parents see the children coming from school with a large book explanatory of some science, of which they never before heard the name. They see them starting early from home, returning late, and they imagine that the public school has changed the nature of their boys and girls, that they become studious at once, and will, in a short time, acquire an immense amount of knowledge. They see all these things in a beautiful light, and they never suspect inside or outside of the school-room attractions of another nature, which may, some day or other, cause them pain, and lead them with sorrow to the grave. Then they pay taxes, and they, of course, would like to profit, as well as others, by their contribution to the school fund. It is nothing but right that they should; but they cannot and ought not to do so upon the conditions imposed on them. The Christians of the first centuries paid taxes to the Roman Empire, for they had been taught by their Divine Master to render to Cæsar what belonged to Cæsar; but rather than refuse to render to God what belonged to God, rather than give up their faith, or expose themselves to the danger of losing it, they went to the lions.

At a later period the Irish, so much taunted for their ignorance in reading and writing, paid heavy taxes to the British government, and be it said to their honor, they for a time deprived themselves of the most useful knowledge, not on account of their opposition to schools, but because, when the teachers of their choice were hunted down by government officials and shot, like wild beasts, if caught in the act of teaching, they refused to go to State schools, which they could not attend without betraying the faith of their ancestors.

We also pay taxes and will continue to do so, in submission to the laws; but thanks be to God! we are at liberty to seek legal redress, and our exertions should increase until it is obtained. In the mean time, in order to preserve the true Faith, and save the world from the deadly indifference into which it is falling, Catholic schools must be kept up at any cost, and we beg of those who will not assist in the good work, to say so plainly, and not to seek

excuse for their want of liberality and neglect of duty in the reclamation of our schools and the exaltation of others.

The length and earnestness with which we speak of the religious education of your children show you, dearly beloved brethren, that we feel deeply concerned in their spiritual welfare. And should we not, since we can say, with truth, that they are children as well as yours? You generated them, and they are regenerated by our ministrations at the baptismal font, where they were made children of God and heirs of His kingdom. We are and then we assumed the obligation of securing for them, by all means in our power, that precious inheritance. We did so by the strength of the promises, which you made to God and to the church through the sponsors, whom you had selected yourselves, and we shall insist on their fulfillment. Those who are acquainted with us know full well that we are not by nature inclined to severity; but duty compels us to instruct the pastors of our churches to refuse absolution to parents, who, having the facilities and means of educating their children in a Christian manner, do, from worldly motives, expose them to the danger of losing their inheritance. This measure, however, being very rigorous, we intend that it shall be resorted to in extreme cases only, and when all means of persuasion have been exhausted.

We therefore advise you, dearly beloved brethren, who so faithfully co-operate with us in the work of the ministry, to exert that duty with prudence and discrimination. The children are sometimes guilty as well as their parents. A mother, in spite of her good will, cannot always overcome the resistance of her husband. The distance from the school-house, the locality, the opposition of the Catholic parent—all these and other difficulties must be taken into consideration before administering a remedy intended for the salvation of souls, and which might cause their ruin, if improperly applied. Be, therefore, firm, be prudent, and give your instructions to your respective flocks according to the advice of St. Paul to Timothy; for it looks indeed as if, in giving it to his beloved disciple, he had also in view the evils of the present age.

EIGHTEEN thousand emigrants left the Mersey for the United States during the month of August.

ARITHMETIC, AND HOW TO TEACH IT—III.

BY PROF. E. C. HEWITT.

DIFFERENT KINDS OF UNITS.

WE have said that a number is one, or a collection of ones of the same name or kind. It is well at some time during the early part of the course in Arithmetic, to call the attention of the learners to the different kinds of ones. We have already said that ten is regarded as one of the new kind. We may also group any other number of ones and call the group a new one, as four or five; we do this essentially in ratio when we ask, What part of four is three? In the same way we may say, How many sixes in twenty-four? Again, in fractions the number is one or a collection of ones of the same kind, just as much as in integral numbers. Four-fifths is just as much *four units* as any other four, and this four has all the properties and powers of any other four; it has simply received a new name; in other words the ones that make this four are of a new kind. After a great many illustrations such as have been hinted at, and which the ingenious teacher will be at no loss to discover, you may lead the pupil to see the value of this statement: *There are two grand classes of units in numbers; viz., primary units and secondary, or relative units.*

The primary unit has two characters, viz: First—it always receives the name when the number is made denominate. Second—its place is always next at the left of the decimal point when the number is written. I name the number forty-one to my class. Now, I will ask, *How many* have I spoken of? The answer is forty-one. If I ask forty-one *what?* the only reply must be *units* or *ones*. Suppose now I say forty-one men; is the number changed? No. What has been done, then? It has received a name. What has been named? The *one*, the primary unit. What is the primary unit, now? One *man*. Suppose now that I write on the board *forty-one men*, which is the figure that stands for the primary unit? The one. Where is it written? Next at the left of the decimal point. If it be objected that there is no decimal point, I reply that there always must be a decimal point, expressed or understood, whenever I use more than one figure to express a number; if the point is not written, it is understood to

at the right of the figures. I repeat, these are the two characteristics of the primary unit; it takes the name when the number is made denominate, and its place of expression is next at the left of the decimal point.

The secondary or relative unit is such that it is either made of an exact number of the primary units, or an exact number of the secondaries will make a primary; hence it is relative, it relates to the primary. How many does the four represent in the above expression? Four, of course. Four *what*? Four *ones*? What *kind* of ones? Such a kind that it takes *ten* primaries to make *one* of them; hence their name is *tens*. Suppose now I write 07, and ask, How many? Seven. What? Ones. What *kind* of ones? Such that one hundred of them will make a primary, — hence their name is *hundredths*. How do we know that one hundred of these will make a primary unit? By the position of the seven with respect to the decimal point. Again, I write seven, and ask, How many? Seven. What? Ones; and this is all that can be said at present. But suppose I write an eight under the seven, thus, $\frac{7}{8}$, is the number changed? No. What is the seven now? Seven relative units of such a kind that eight of them will make a primary, hence called *eighths*.

Without being further tedious in my illustrations, I trust I have shown some connection between integral numbers, decimal fractions, so-called, and common fractions; and I hope I have suggested a way in which this connection may be made apparent to minds not very mature. In each case we answer the question, *How many?* by observing the shape of the figure. We answer the question, *What kind?* by observing, in the first two instances, the position of the figure in respect to the decimal point; in the last instance by observing the figure written under the one that shows *how many*. I commend the constant use of these questions, *How many?* *What?* to my fellow-teachers, in presenting the elements of Arithmetic.

I will now write four hundred and seventy-five, and question my class, How many? Four hundred and seventy-five. What? Primary ones; we cannot tell of what kind unless the number is named or made denominate. Again, write .475, and ask, How many? Four hundred and seventy-five. What? Thousandths. What figure of the group determines the name? The right-hand figure. Now write 4.75, and ask, How many? Four hundred

and seventy-five. What? Hundredths. What figure determines the name? The right-hand figure. How? By its position in respect to the decimal point. Once more, I write .0475, and ask, How many? Four hundred and seventy-five. What? Ten-thousandths. I ask, as before, How is this name determined? Answer, as before. Has the number been changed in all this? No. What has been changed? The *kind of one*? How has this change been shown? By changing the right-hand figure in respect to the decimal point. From all this we may draw the following grand precept, which has a far-reaching value in arithmetic: *The same figures written in the same order always represent the same number of units; and the kind of unit is determined by the position of the right figure of the group in respect to the decimal point.*

I now write $4\frac{75}{100}$, and ask, How many? Four hundred and seventy-five. What? Six hundred twenty-ninths. Why called by this name? Because six hundred twenty-ninths of these secondary units will make a primary unit. How do you know this? By the figures written beneath the line. I now write $4\frac{75}{100}$, and ask, How many? Four and seventy-five. What? Four *units* and seventy-five *six hundred twenty-ninths*. Here a difficulty arises because I no longer have one number, but two numbers, and I cannot give the same name to both. I know some reader has said before this, Is not 4.75 an expression of two numbers also? Yes, if you choose to regard it so; but it can be regarded as *one* number, and generally it is much better to do so. Space forbids a demonstration of this statement, but it is easily made.

The types made a mistake in one of my questions and answers in the January number. It should be, *What is the law of the decimal system of notation. When a figure is moved one place to the left its value is ten times as great as before.* This states the entire truth about the system of decimal notation; and it is a statement that a child can understand fully. Take the statement we often find in our books: *Figures increase from right to left in a ten-fold ratio.* Think of putting this before a child! *Figures* do not increase at all; and if some juvenile inquirer should say, "Please to tell me what ratio means?" you can say, "My dear little fellow, please to turn over two hundred and fifty pages and you will find a definition of ratio, which I am sure you cannot understand now, and it is doubtful if you can when you reach it." Why not

teach children in language that they can understand? We have seen by our illustrations in this article that figures change their value by a change of place; but many of our books say, "A number is multiplied by ten by annexing a cipher." This is not true; and the statement is the parent of many mistakes. When I change 4.75 to 47.5, I have multiplied the number by ten, but no zero has been used. When I write 1.0, annexing the zero has not changed any value. To be sure if I make four stand for four tens, I write 40, using a zero; because *zeros are used to fill places that would otherwise be vacant, between some figure and the decimal point.* Indeed, suppose I multiply by ten the number expressed by .07; the result is expressed thus, .7; here I have multiplied by ten, and have got rid of a zero in the operation. Does some one say, "Oh! but we want to teach whole numbers first?" Very well, let us teach whole numbers, even in the simplest stages in such a way as to develop the principles that apply to all numbers, and not teach that the decimal point is a *separatrix*, with a kingdom governed by one set of laws on one side, and another governed by a different set on the other side. If I have accomplished my purpose in this article at all, I have shown some of the connections between all numbers, whole or fractional,—fractional on the scale of ten, or on any other scale.

One more criticism, and I will stop. I would not teach children that figures have a *simple* and a *local* value. We have seen that figures show *how many* are meant by their *shape*; in the decimal system they show *what kind* of units are meant by their *place*. Why not say, then, that they have a *shape-value* and a *place-value*. These words may seem awkward, but they express the exact fact, and they need no translation to the child.

NORMAL, ILL., March 6, 1872.

To supply the regular edition of *Harper's Weekly* fifteen tons of white paper are consumed every week, or seven hundred and eighty tons per annum. The average weekly cost of engraving is six hundred dollars, or thirty thousand dollars per annum, and the cost of drawing on the block is about the same, exclusive of the salary of artists regularly attached to the office.

READING—II.

BY PROF. A. G. ALCOTT.

ON the first article of the series upon the above subject, it was suggested that, possibly, *reading* did not receive the attention in our public schools, nay, even in our higher institutions of learning, its importance demanded—that its place in the curriculum of study was about like the space allotted by the Chinese map-makers to the habitable part of the globe outside their own nation. It was suggested, also, that prescription or immemorial custom was too frequently the governing principle when courses of study were arranged; and thereby educators were losing sight of the practical needs of the youth—were, perhaps, requiring too much precious time upon branches which afford but little *culture*, and are of much less *utility*. There is little doubt that reading, when rightly taught and studied, furnishes culture equal if not superior to that of any other branch, and usefulness, eminent in any business, trade or profession. Some hints, therefore, as to the method of teaching this subject may not be amiss. But it is acknowledged, at the outset, that difficulties of no trifling character beset every effort to set forth a true system of instruction in reading. There are many things important to be known which utterly elude description or classification, and can only be acquired from the living teacher. Then, again, it is possible the writer may not be fully understood in that which seems clear to himself. So in two important things he is placed at a disadvantage. But if any aid is rendered the teacher, full sailed in the other branches, but without rudder in this, by the suggestion it may be possible to make, without attempting a complete system, all will be accomplished that can be expected in this article. Since nothing very new has appeared upon this subject within the last half century, novelty may not be expected here.

That *good readers* are few in number the world over, is a very patent fact; that this is more from *insufficient instruction* than want of native ability, might be easily demonstrated. That incorrigible errors track the unqualified teacher in this branch needs no proof. No pains should be spared, therefore, to fix the judgment and taste as to the correct standard of natural utterance.

his can best be accomplished under a thorough drill-master. Next to this, perhaps, may be counted *observation*. Invaluable lessons in reading may be taken on the play-ground, in passing along the streets, and at the family fireside. Nature is the criterion; and her laws, gathered from judicious observation, constitute the complete science of speech. To this all should fix their just appeal.

It is observable that the child, before entering school, has learned much concerning the objective world, by the use of its senses. It has been told the names of all the material substances it has come in contact with during the short period of its existence. It invariably associates the idea with the symbol. Its feelings are highly susceptible. Its voice possesses the native sweetness and purity, as well as flexibility and elasticity it always exhibits before being harnessed in the dull routine of school studies. Its utterances are faultless, exhibiting nature's highest gifts, freedom, force and simplicity. The true teacher is the one who guides the child right on in this natural order of the opening faculties, and preserves and cherishes these beautiful tendencies of youth. As the utterance, equally with the mind, leans of necessity upon material substances, primary instruction in reading should be based, properly, upon the objective, word and letter method. The realm of nature is full of objects familiar to the child. Present a *real* object first. Draw out by a series of questions all the child knows of its nature, use, qualities, parts and name. Next, show pictures (objects) representing the real object; question as to points of resemblance, difference, etc., etc. Lastly, show word (object) representing real and picture objects. Thus instructed, the *word* (object) becomes by association so connected in the child's mind with the *picture* (object) and *real* object idea, that when it is presented to the eye the idea is seen through the door of the word, and thereby the depraved habit of word-reading merely, becomes fully avoided. Now cause the child to repeatedly utter the word without losing sight of idea simplicity—no laziness allowed or inflexibility of voice.


At this point the child may be made further acquainted with the word by teaching the sounds which represent it, and afterwards the letters, printing them upon the board, showing how each letter is formed. Give the child, then, this exercise, requiring him to print the word, as directed, several times upon the

slate. When the pupil is thus made familiar with the word, use this as a stepping-stone to another, containing one or more of the same letters. For example, if the word *map* is the one first taught, the two first letters may be used to teach the word *man*, but by successive steps as before. As prepositions, articles, etc., do not represent ideas, but relations and limitations, their use should first be taught by illustration, then the word by sound and letter, as before. For example, take the object, place it before the table, question as to its position; some one will think it is upon the table. Then take the preposition, teach its utterance, its sounds, its letters. An assemblage of words sufficient for a number of simple sentences will soon be known. Select from this number words for a simple sentence. Require the pupil to follow the example. Utter the sentence in a sprightly, conversational way. Cause the pupil to do likewise. Now, the simple sentence should be the unit of utterance and the basis of future work. So proceed, giving the short sounds in monosyllabic words, first using no silent letters, then the long sounds, until all the characters and elementary sounds are given. These steps should not be hurried over. Enough has already been indicated for several months' work. Inculcate the notion that reading differs from talk only in being more enlarged and dignified. Nature's manual of elocution directs the same variety in utterance that she exhibits in all her manifestations. No two leaves on the same plant bear any striking resemblance. In the realm of mind, likewise, diversity is the working plan of nature. No two thoughts are tinged alike in feeling. The utterance furnishes different expression for both. Let the teacher bear these facts of nature in mind, and while the pupil is in the formative period, let the work in reading, as in every other branch, be characterized by continual carefulness and thoroughness, vitalizing the labor with an energizing spirit, that it may co-ordinate with a joy and lightness that will make every fresh acquisition an incentive to renewed effort.

SOMEBODY says "devil" is a mean word any way it may be written. Remove the d and it is "evil," transpose the e and it is "vile," remove the v and it is "ill," remove the i, and l remains, which has the aspirate of "hell."

RESISTANCE, OR FRICTION.

BY PROF. J. M. OLCOTT.

ROM our first article upon Educational Forces, it was stated exegetically, that the amount of power in every machine in operation, is always measurable by the resistance overcome. The whole power communicated to a machine is not actually available, but is in part, lost by friction. Of two machines, possessing the same power, it is found that the greater quantity of work will be executed by the one which has to overcome the smaller amount of friction. In mechanics, friction is always regarded as acting in direct opposition to motion in every machine. It was believed that the working-power of a machine could be absolutely annihilated by it; but in mechanics it is also true that friction is the limit of the application of power or force to machinery and essential to its operation. When the driving-wheel of a locomotive entirely overcomes the friction of its outer surface upon the rail, it ceases to move forward, its locomotive power is gone. Oil upon the axle of such a wheel answers a good purpose, but if poured on the rail instead, it renders the force of the machine wholly inoperative. Friction is therefore essentially destructive, and opposed to the operation of mechanical forces, and yet essential to its operation—it is at the same time destructive and generative; whatever adds to the friction of a driving-wheel in contact with the rail upon which it moves, as the weight of the locomotive, asperities of surface, etc., measures the power of the engine to overcome destructive friction, or the friction of other parts of the machinery. In like manner whatever *looses* external friction increases the availableness of the engine's own power.

The mechanical law, "Action and reaction are equal and contrary," governs the operation of what we call mechanical forces. Of the actual nature of these forces we are ignorant; we know of their existence only by the effects they produce, and with them we become acquainted solely through the medium of the senses. Similar laws, however, of the actual nature of which we are equally ignorant, and which are discernible only by experience in the direct channels of their operation, apply in reference to the action of educational forces. The mind of the child is its own

locomotive. Very early in life it undertakes to "steam up" the hill of letters and of science. We undertake to facilitate its progress by various helps and appliances and expedients; but we sometimes make mistakes. It has a long "*train*" of faculties to move forward, and *hard study* is the only driving-wheel that can be depended upon. The *road-bed* may be straightened and graded, but if the track is glazed or polished or oiled, or in any way made too smooth, its progress is as effectually stopped as is the progress of a train of cars by pouring oil upon the railroad track. As under the law of mechanics, friction renders it possible for a locomotive engine to move a ponderous train of cars up an inclined plane, so, under a similar law of mental development, brain contact with both the *objective* and *subjective*, hard study, renders it possible to carry forward the whole train of mental faculties with accelerated velocity even toward the mountain heights of true development. But modern efforts to simplify the subjects of thought, to level down the hill of science, to pulverize the ultimate elements of knowledge, have so much reduced "*study friction*," and retrenched the basis of *generative* thought, as to render the mental machinery of our youth well nigh inoperative. The "limit of the application of power" is cut short; our youth have no available force at their command. They have no power to draw forward in the direction of true development the long train of mental faculties in consequence of the *smoothness* of the *track* upon which the driving-wheel rests for its support.

A lump of pure, crystallized sugar loses a large per cent. of its sweetness merely by being pulverized. The effectiveness of a course of disciplinary study in our common schools may be almost entirely neutralized by "simplifying the processes," as it is called; by dividing and sub-dividing the subjects of thought to infinity: by analyzing the analysis of a problem until its essence, once bright and clear and shining, expands into dreary, dismal fog.

The children in our public schools of to-day feed too much upon *husks*. A stronger diet is demanded. Let them understand from the beginning that there is no "*Royal road to geometry*."

Friction is, therefore no less indispensable as a regulating and controlling agent in nature, or as an essential and generative force in mechanics, than as an educational force; but every force acts in all and opposite directions. So there is friction that hin-

lers, resistance that must be overcome. It is objective—outside of the instrument of power. The brakes upon the car-wheels use friction as a means to overcome the force generated by heat and converted into motion by means of the locomotive engine.

Again, *TOO MUCH MACHINERY* creates a preponderance of external friction, and thus renders the machinery wholly inoperative. Inventive genius is not unfrequently thus foiled and discouraged. It is the study of genius in the mechanics of art to avoid friction. The least possible amount of machinery to accomplish a given object is most desirable. Let us carry this illustration into the school-room. Beginning at the highest round in the ladder, and going downward, as our school machinery is organized in this country, *too much* superintendence is a case in point. *Red tape* has its place in school as in army regulations; but *too much* in either is a positive obstruction. Every unnecessary cog-wheel or pulley in any kind of machinery is a positive obstruction by the amount of friction it produces, and detracts that amount from the operative force of the machine. Instruction at first hand is the best, and the less the number of connecting links the better. By judicious superintendence our schools have been brought to a high standard of excellence, without which they must have remained in a very inferior condition to what they now have attained. But, as the pendulum vibrates from no superintendence up to *good, judicious* and efficient superintendence, we fear a tendency to reach the *opposite extreme of the arc*: and that our excellent and live schools in small cities and towns all over the country, may yet, some day, die of *excessive* superintendence.


We beg to admonish our fellow-teachers in regard to this *tendency*, in order that the extremes of the arc may be avoided.

(TO BE CONTINUED.)

Who can tell the value of a smile? It costs the giver nothing; it is beyond price to the erring and relenting, the sad and cheerless, the lost and forsaken. It disarms malice, subdues temper, turns malice to love, revenge to kindness, and paves the darkest paths with gems of sunlight. A smile on the brow betrays a kind heart, a pleasant friend, an affectionate brother, a dutiful son, and a happy husband. It adds a charm to beauty, it decorates the face of the deformed, and makes lovely woman resemble an angel of paradise,

SUBTRACTION.

BY WALTER S. SMITH.

 OFFER a thought on Subtraction, which may be new and even useful to some of your readers. (I imagined it new to everybody until I this morning heard a teacher say, he has had it since 1865). It is an improvement on the common *rule* which says, *add 10 to the upper figure before subtracting, and then add 1 to the next left hand figure of the subtrahend.*

I agree with friend Newby, that a *rule* is an expression of *method* rather than of *principle*; but we must not “rule” out the facts. The above clause of *Robinson’s Progressive* rule embodies a thought of too great abstractness for the youthful mind to grasp; and Ray’s, French’s, Stoddard’s and White’s Arithmetics all iterate the same. My objection to it is, its algebraic principle, which I think entirely unnecessary.

Subtract 8297 from 11111.

Statement: { Minuend, - - - - - 11111
Subtrahend, - - - - - 8297

What is the first step? 7 units are not to be taken from 1 unit, but from 11111 units. Then 9 are to be taken from what remains, which will be 11104; ditto with 2 hundreds, which taken from 11014 leave 10814; 8 thousands from 10814 leave 2814, the remainder.

That is, 7 from 11 leaves 4; 9 from 10 leaves 1; 2 from 10 leaves 8, and 8 from 10 leaves 2; or 8297 from 11111 leaves 2814.

This applies equally well in compound numbers.

Subtract 79 bushels, 3 pecks, 6 quarts, 1 pint, 3 gills of wheat from 100 bushels, 3 pecks, 5 quarts, 1 pint.

	bu.	pk.	qt.	pt.	gi.
Statement: { Minuend, - - -	100	3	5	1	0
Subtrahend, - -	79	3	6	1	3

As before, 3 gills are not to be taken from “no gills,” but from the quantity of wheat. We, therefore, take one of the pints, and from its gills subtract the 3 of the subtrahend, Then we take the pint in the subtrahend from the *wheat* of the minuend in the same manner, and have left still a quantity of wheat, which may be expressed as follows: 100 bushels, 3 pecks, 4 quarts, 1 pint and 1 gill. From this 6 quarts may be taken, and 100

bushels, 2 pecks, 6 quarts, 1 pint and 1 gill remain. 3 pecks from 100 bushels, 6 pecks, etc., leave 99 bushels, 3 pecks, etc. 6 bushels from 99 bushels, etc., leave 20 bushels, 3 pecks, 4 quarts, 1 pint and 1 gill, the quantity of wheat yet untaken.

That is (see statement), 3 from 4 leaves 1; 1 from 2 leaves 1; 6 from 12 leaves 6; 3 from 6 leaves 3, and 79 from 99 leaves 20. Then, by consent of the authors, I would like to so amend the rule as not to involve the addition of an intermediate quantity to both minuend and subtrahend. This sounds too much like the rules for Elimination, in Algebra; wherein we learn that multiplying both sides of the equation by the same quantity does not destroy their equality, etc.

BATTLE GROUND, IND.

A SENSIBLE lady correspondent says: "Instead of wondering why children are always taking cold at school, and blaming the overworked teacher for draughts and for a proper want of care of their darlings, just visit the school and ascertain the cause. From my personal observation we are certain that in most cases you will find it the result of bad air. We believe that is the chief cause of ill health, and the breaking down of girls before their education is finished, rather than over-taxed brains. Our brains can stand a great amount of labor, if our bodies only get plenty of fresh air and exercise. This trouble is not alone confined to the lightened New England, for the *Hartford Times* says that in a Irishing city, where broad prairies, grand old bluffs, cheap fuel and fresh air are abundant, so that countless invalids flock thither to be healed by nature's own hand, of one of New England's large cities, called consumption, a disease directly traceable to bad ventilation, a school superintendent excused himself to the Board of Education for not visiting the schools as often as required by law, on the ground that 'the rooms smelled so badly they could not stand it.' This from a man whose duty it was to bring his influence to remedy those things, and he, too, a pastor of a large church."—*Spirit of the Times*.

OFFICIAL DEPARTMENT.

The following decision was given by Judge Downey of the Supreme Court, in relation to the title to School property, February 19, 1872:

Cyrus C. Heizer, Trustee of Center Township, etc., vs. James C. Yohn et al. School Trustees, etc. From the Marion Circuit Court.

The appellees, School Trustees of the city of Indianapolis, sued the appellant, Trustee of Centre township, Marion county, alleging that said township purchased with the State Common School Fund certain real estate which was set apart and used for school purposes, and on which, as we infer, school houses are situated. That the property was purchased prior to December 20, 1869, on which day the Common Council annexed certain contiguous territory to the city, and thereby took within its limits the said real estate. Plaintiffs are advised that they have a right to control said real estate, but defendant as such Trustee, asserts title to and claims the right to possess and control the same, advertised the same for sale, and threatens to sell the same and divert it from school purposes in the city, and by said proceeding will cause the plaintiffs' title to be clouded, and destroy their right to the possession and control of the same.

Prayer for a temporary injunction, and that on the hearing the title and right of possession of the property may be adjudged in the School Trustees of the city, and that the defendant be perpetually enjoined, etc.

The defendant answered that said property or any part of it was not purchased with the State Common School Fund, but was purchased and the school houses built thereon with the proceeds of the special school revenue of the township. That the houses are good and centrally located in the districts they were intended to supply. That more than half of each of the districts is outside of the city, and under the control of the township trustee. That said school houses are not centrally located for any ward in the city, or for the territory of said districts outside of the city, etc. There is no direct allegation either in the complaint or in the answer of the manner of vesting the title to the property when it was purchased by the township, but we assume that it was vested in the township, as required by law.

There was a demurrer by plaintiffs to the answer, on the ground that it did not state facts sufficient to constitute a defense, which was sustained by the Court, and judgment was thereupon rendered for plaintiffs as prayed for in the complaint.

(See 1 G. & H., p. 570, sec's 1, 2 and 3.) There is no statute which provides that when part of a township shall be annexed to a city or town,

that the title, to the school house or houses and lots on which they are situated within the territory annexed, shall by that act be withdrawn from the school township as a corporation, and vested in the town or city. There is nothing in reason to support such a theory. It is contrary to all our received and recognized notions concerning the vesting and transferring of the title to real estate. And as it is unsupported by reason, so, we think, in this case at least, it is destitute of equity. The money with which the property was purchased and the houses erected, was raised upon a tax upon the people of the township, and more than half of those for whose use the property was acquired are still outside of the city. If the property shall be adjudged to belong to the city, these persons must lose what they have paid. On the other hand, if the property shall be declared to belong to the township, it is only adjudging that the title remains where it was vested, and that those who have become an integral part of another and distinct corporation have ceased thereby to have any interest in it. It is true that equality, which is equity, would say that they should share in the property or its proceeds in proportion to their numbers, or the amount contributed by them to its acquisition.

Cases cited—Inhabitants of School District No. 1, in Stonehenge *vs.* Richardson, 23 Pickering, p. 62; School District No. 6 *vs.* Tapley, 1 Allen, p. 49; Whittier *vs.* Sanborn et al., 38 Maine, 32; Briggs *vs.* School District No. 1, etc., 21 Wis., p. 348; Township of Saginaw *vs.* School District No. 1, etc., 9 Mich., 541.

We are referred by counsel for the appellee to the case of Carson *vs.* the State, etc., 27 Ind., 465, and it is insisted that that case is decision of the point involved here. But we do not think so. In the opinion in that case, the learned judge says, "The main question involved in the question at bar is, did the town of Hanover, when it became incorporated, under the general law, succeed to the rights of the civil townships in which it is situated, in the management of and control of the public schools within its territorial limits?" If this was the main question in the case, then there was no question involved as between the school township and the town of Hanover.

The civil township and the school township, though they have the same limits, are not the same corporation. 1 G. & H., pg. 637, sec. 4, and pg. 540, *supra*; and if the controversy in that case related to the "management and control of the public schools" only, it would seem that no question was involved concerning the title to property. It is further said in that opinion that "Under the constitution and laws of this State, school property is held in trust for school purposes by the persons or corporations authorized for the time being by statute to control the same. It is in the power of the Legislature at any time to change the Trustee." Now, whatever may have been the question in that case, in the one under consideration it is not a question with relation to the change of trustee merely, but it is a change of the *cestui que trust*, or beneficiaries, or the majority of them which is claimed. If that case was intended merely to decide that the Legislature might at any time change the trustee, then it is not in point here.

Governed by the general principals of law, in the light of the authori-

ties referred to, we have arrived at the conclusion that the legal title to the school houses and grounds in question, remains in the school township of Center, and that the defendant was improperly enjoined from selling the same. If there shall be discovered any ground on which an equitable division of the proceeds of the property, when sold, can be affected, or if the corporations interested can agree upon such division, this opinion is not intended to prevent such an adjustment.

The judgment is reversed with costs, and the cause remanded.

OFFICIAL VISITS.

HENRY COUNTY.

On the — day of February I paid an official visit to the county of Henry. I met a few of the Trustees in the Auditor's office. We had a lengthy and pleasant conference in propounding, hearing and answering questions. The Examiner, Mr. Davis, has granted license to about one hundred applicants, and refused thirty. Ten were licensed for two years. Holds an examination in each month. Completes the examination in one day. Uses the State questions. Thinks those in English Grammar should be made more difficult, especially more parsing exercises. The Commissioners allow him to visit the schools as much as he pleases. Has visited, to this date, about sixty schools. One hundred and twenty are under his care.

The Trustees report the libraries not in good condition nor well read by the people. The books not well suited to the youth. Employ teachers according to grade of certificate. There are in this county twenty-two corporations, worth in the aggregate not less than ten millions. Ten only of these corporations make any local levy at all. One of these, fifteen cents; seven, ten cents; and two of them five cents on the one hundred dollars. About five thousand only is raised by self-imposed taxation. This satisfactorily explains the brevity of the school terms in this county. I urged upon the Trustees to supplement more liberally the tuition revenue of the State by a levy upon their corporations. The people will not only bear it, but desire it. The Trustees agreed with me that they could not educate the children under their charge with three months terms. Why not come at once up to the line of duty, levy a tax, and run them from seven to nine months each year? If the children of Henry county become intelligent men and women, the Trustees will be entitled to their share of the honor; but if they should be ignorant, they must take their share of the responsibility.

There is a good graded school, well conducted, at Newcastle, by superintendent Hall and his corps of assistants.

I left the county, wishing that I could be assured that the school term next year would be twice the present length.

MILTON B. HOPKINS,
Superintendent Public Instruction.

EDITORIAL.

CATHOLICISM AND PUBLIC SCHOOLS.

We give space this month to Bishop Maurice de Palais' tirade against Public Schools. Coming, as it does, from the highest Catholic authority in the State, and representing, as we suppose, the common Catholic sentiment, we print it that teachers generally may have authoritative information in regard to a question of vital importance to our Common School system and which must at no distant day be met in all our larger cities and towns.

The worthy Bishop proposes not only to persuade Catholics not to send their children to the public schools, but to *compel* parents not to send them.

He threatens to excommunicate any Catholic parent who dares to educate his child at the public schools; but a threat is not even hinted at if he shall allow his child to grow up in blank ignorance. He *says* that he is in favor of education, and yet preaches a doctrine which, if adhered to, practically puts beyond the reach of nine-tenths of his followers even a common school education.

The whole spirit of the article teaches beyond a doubt what we have frequently heard charged, but have been slow to believe; namely, that it is the policy of the Catholic priesthood to keep their people in ignorance.

When the Bishop says that our public schools are "Panper" schools and "Godless" schools, his prejudice leads him to state what is false. They are patronized by the best class of the community, and there are but few schools in which God is not recognized and acknowledged as the supreme ruler of the universe.

If he means by "Godless" that religious dogma is not taught in accordance with his views, he is doubtless right.

We have nothing to say against Catholics, or their religion, except so far as they oppose our public schools and general intelligence. Our schools must not be "Godless" schools, neither must they be sectarian. We believe there is no difference of opinion as to necessity of teaching morals. We believe it is also true that all good men, whether Protestant, Catholic or Jew, agree in regard to Christianity so far as reverence to God and the principles contained in the Golden Rule are concerned. These embrace the practical part of Christianity and all that ever should be taught in the Public Schools. Leave theology and dogma, those things about which men differ and quarrel, to the churches and the Sabbath schools.

We are glad to say that many of the more intelligent among the

Catholics do not endorse the sentiments expressed in the article under consideration. In proof of this we publish below a pretest by Mr. A.W. Jones, Superintendent of the Vincennes schools. It has the true ring, and will, doubtless, do good:

[For the Vincennes Times.]

VINCENNES, FEBRUARY 21st, 1872.

Editor Times:—I deem it my duty to declare myself, publicly and privately, the friend of the Common Schools. In doing so, I place myself in opposition to the recommendations of my Bishop, who, in the goodness of his heart, believes it his duty to warn parents that there is a possibility (remotely, however,) of the Catholic child becoming anti-Catholic by attending Public Schools.

My long service in the Public Schools of Indiana has doubly confirmed me in the opinion that they are the only system that can work the greatest good to the greatest number. The unkind suggestion of the Right Rev. Maurice de Palais that *pauper schools* are "well enough," does not accord with my views of citizenship. If God sees fit to deny me the stewardship of many things, I know no reason why my children shall not have an equal opportunity to cultivate the heart and intellect as well as the children of the more favored.

The fears of Catholic children being led off from the faith; that they will be sneered at for their religious views; that such will lose their chastity, is about as probable as that two and two will make six. Twenty-one years in the Public Schools convinces me that the good Bishop knows nothing of the workings of our system of Public Schools. Hoping my past services are alike acceptable to all concerned,

I am yours truly,

ANSON W. JONES.

TAKE TIME BY THE FORELOCK.

In a short time, now, men will be nominated as candidates to our State Legislature; and now is the time for educational men to work. The better class of men too generally keep themselves aloof from politics, and allow political tricksters to secure all the offices and make all our laws; and they do nothing but complain. As long as they so act, they deserve nothing better. If the better portion of community wish a better state of affairs, all they have to do is to take hold and make them better.

Everybody knows how much our country schools need supervision, and how sadly they need to have their time extended.

Let teachers and others interested in the advancement of educational matters see to it that good men are nominated, and then let them see to it that they are posted as to the needs of our schools, and pledged to do something for them. I do not expect to vote for a man who will not promise me to work for county superintendency. This is our first great need.

COMMISSIONER EATON'S REPORT.

The Report of the Commissioner of Education has just reached us. It is filled with matter interesting to educators, and we shall have occasion to refer to it frequently in the future. At present we only have room for the following:

Education and Crime.—A table of ratios shows that there was, in 1870, one homicide to every fifty-six thousand people in the Northern States, one to every four thousand in the Pacific States and Territories, and one to every ten thousand in the Southern States.

In 1866 there were seventeen thousand persons reported in the prisons of the United States; but the statistics on this subject are very imperfectly kept. Prisons and reformatories, in some parts of the country, keeping no record of the intelligence of the persons committed. In New England these statistics, have, in some cases, received considerable attention, and the able writer who furnishes the accompanying paper, has drawn the following conclusions:

1. At least eighty per cent. of the crime of New England is committed by those who have no education, or none sufficient to serve them a valuable purpose in life. In 1868, twenty-eight per cent. of all prisoners in the country were unable to read or write. From three to seven per cent. of the population of the United States commit thirty per cent. of all our crime, and less than one-fifth of one per cent. is committed by those who are educated.

2. As in New England, so throughout all the country, from eighty to ninety per cent. have never learned any trade or mastered any skilled labor; which leads to the conclusion that "education in labor bears the same ratio to freedom from crime, as education in schools."

3. Not far from seventy-five per cent. of New England crime is committed by persons of foreign extraction. Therefore twenty per cent. of the population furnishes seventy-five per cent. of the criminals. It is noticeable, however, that "the immigrant coming hither with education, either in schools or labor, does not betake himself to crime."

4. From eighty to ninety per cent. of our criminals connect their career of crime with intemperance.

5. In all juvenile reformatories ninety-five per cent. of the offenders come from idle, ignorant, vicious homes. Almost all children are truant from school at the time of their committal; and almost all are children of ignorant parents. These children furnish the future inmates of our prisons; for "criminals are not made in some malign hour; they grow." In the face of these facts, what can be said but this: "Ignorance breeds crime, education is the remedy for the crime that imperils us."

The Commissioner closes his report with several recommendations. The first three relate to the needs of additional force and of accommodations for the efficient working of the office. The following are of general interest:

Fourth. The enactment of a law requiring that all facts in regard to national aid to education, and all facts in regard to education in the Territories and the District of Columbia, necessary for the information of Congress, be presented through this office. For the purpose of enabling the Government to meet its responsibilities with respect to the education of the people in the Territories, I recommend that the office of Superintendent of Public Instruction for each Territory be created, to be filled by the appointment of the President, and his compensation to be fixed and paid as in the case of other federal appointees for the Territories.

Fifth. In view of the appalling number of children growing up in ignorance, on account of the impoverished condition of *portions of the country in which slavery* has been lately abolished, and in view of the special difficulties in the way of establishing and maintaining therein schools for universal education, and in consideration of the imperative need of immediate action in this regard, I recommend that the whole or a portion of the net proceeds arising from the sale of public lands shall be set aside as a special fund, and that this amount, or its interest, be divided annually *pro rata* between the people of the *several States and Territories and the District of Columbia*, under such provisions in regard to amount allotment, expenditure and supervision, as Congress, in its wisdom, may deem fit and proper.

STATE NORMAL SCHOOL.

On the 19th of March the State Normal School graduated its first class of teachers, the school having been in operation just two years and one term.

The class consisted of four young ladies, Miss Louise Barbour, Miss Lizzie Harrah, Miss Fannie Scott, and Miss Mary Okey who was sick and could not attend the closing exercises.

Each of the three present gave a lesson to a class of children, and followed it by an essay explanatory of the object of the lesson and of the fundamental principles involved in the subject.

Miss Barbour's subject was Geography, Miss Harrah's Reading, and Miss Scott's Object Teaching.

We can not speak of these exercises in detail. The lessons were well conducted. Ideas were given before words or rules, and questions were put in such a way as to make the children *think*. While witnessing these interesting exercises we could but wish that every teacher in the State could be present to see and to learn.

If those teachers who ask only the printed questions in the book, and are satisfied with answers in the words of the book, or with partial answers, whose recitations are a drag, without life, without spirit, without thought on the part of either teacher or pupil—I say if such teachers could hear such recitations, they would do the public a great favor in one of two ways;

they would either improve on their own antediluvian style, or quit the profession of teaching.

We have one criticism to make, however, which applies more especially to Miss Barbour and Miss Harrah. It is this: They did most of their teaching through the "bright" pupils. We attribute the fact largely to the presence of a large audience, and a desire on the part of the young ladies to have their classes appear as well as possible. We have known good and experienced teachers to do the same thing under similar circumstances.

We mention the fact, not so much to criticise the young ladies as to open the way to say to all our readers that *the best teachers do most of their teaching through the DULL pupils.*

The essays were all good—showing thorough training, close thought, and a complete mastery of the subject. Mr. Howard Sandison and Mr. W. W. Parsons, members of the class that will graduate at the close of the spring term, each read a carefully prepared paper—Mr. P. made some political references which were hardly in place, considering the occasion.

Taken altogether, the exercises were very creditable to both pupils and teachers, and we are glad to commend the excellent work done in our State Normal School. It is surprising that hundreds of Indiana teachers go to neighboring States and pay high prices for normal instruction no better than they can have at home for nothing.

SUPERINTENDENT OF PUBLIC INSTRUCTION.

It is by this time known to most of our readers, that at the Republican State Convention on Feb. 22d, the Rev. B. W. Smith was nominated as candidate for State Superintendent of Public Instruction. Mr. Smith is well known to most of the leading teachers of the State, and needs no introduction. He is comparatively a young man; a graduate of Asbury University; full of energy, and ambitious to do something praiseworthy for the educational interests of the State. We have conversed with him, and find his ideas sound, as we think, on all the leading school interests now before us. He appreciates fully the great necessity of lengthening the term and making more efficient our ungraded country schools, and recognizes county superintendency as the first important step in the much-needed reform.

The present incumbent, the Hon. Milton B. Hopkins, who is one of the most efficient Superintendents we have ever had, will most likely be re-nominated by the Democrats. There is certainly not a better man in the party. Then, if Mr. Hopkins is re-nominated—whichever political party may be successful next fall, we may rest assured that the educational interests will be carried steadily forward.

The second article on "The Child's First Day in School," by Miss A. D. Lathrop, will appear in our next number. We are confident that these articles will be of almost inestimable value to primary teachers.

TIME TO HOLD INSTITUTES.

In answer to the question frequently asked, "What is the best time to hold County Institutes?" we would say that circumstances must determine.

In counties in which most of the schools begin early in September it is perhaps best to hold the Institute in August. That teachers may derive the most benefit, the Institute should not be held too long before the beginning of the schools. If the Institute is held during the summer vacation, and schools do not begin till October or November, not one-half the teachers are likely to attend, for the reason that they do not know where they will teach, if they teach at all, and those who do attend are likely to lose much of the enthusiasm and information gained before their schools begin.

There are some objections to dismissing the schools to hold the Institute; but we believe it better than to hold it during the summer, where most of the schools do not begin till late in the fall.

The advantages to be gained in holding it during term time are these: 1. A full attendance. 2. The teachers are fresh from their schools and know just what they want, and can give special attention to those things they need most. 3. They go directly back to their school work, full of all the good things they have been able to gather in the Institute, determined to put them into practice.

One other suggestion: Examiners must be governed in part by the time at which they may be able to secure the best help. That teachers may derive most benefit, the best available instructors should be secured. The appropriation from the county should be wholly devoted to paying instructors. The State Superintendent has decided that the Examiner has no right to a dollar of it. He should charge his regular per diem for the Institute week as for work at other times. We make this statement, because we know that some Examiners pay themselves from this fund.

Institutes have done a vast deal for our schools, and are destined to do much more if rightly conducted.

We believe that Prof. Hewett's article on "Arithmetic and How to Teach it," in this issue, is, of itself, worth ten times the price of the JOURNAL for a year to nine-tenths of our teachers, if they will but study it carefully.

MISCELLANY.

HOWARD COUNTY LEADS AGAIN.

Every Trustee in Howard county has again levied school tax *to the full extent of the law*. Last year this was done with hesitation on the part of some of the Trustees, lest the people should not sanction the act; but so gratifying were the results that the tax was levied this year without a dissenting voice. If any other county in the State has done so well we shall be glad to know it.

In Kokomo, the county seat, a discussion on Compulsory Education was appointed a short time ago, which was attended by lawyers, doctors, preachers, teachers, and other influential citizens. Remarkable to say that *everybody* favored the system. The only way in which a discussion could be carried on was for some to take the negative "for the sake of the argument."

THE LOGANSPOUT SCHOOLS.

We learn from the Logansport papers that the schools of that city have lately been undergoing a most rigid examination—that the pupils did well—that the schools are in better condition than ever before—that the examinations were largely attended by the citizens—that Mrs. Cox, the Principal of the high schools, is one of the best disciplinarians and one of the best instructors in the West—that the school buildings are all in bad condition—that a High School building is especially needed, and that there is a probability that Logansport will secure the proposed Presbyterian Female College. We are glad to get this good report of these schools. Sheridan Cox is Superintendent.

For the last four years the annual increase in the school population of Indianapolis has been a fraction over one thousand two hundred and sixty.

THE *Little Chief*, after four or five years of hard fighting for the general good of the boys and girls who were his friends, has given up the ghost.

ARRANGEMENTS have been made for the holding of examinations for State Certificates in each Congressional District of the State, during the first and second weeks in next July. Due notice will be given of the exact time and places, in the May number of the SCHOOL JOURNAL.

The *Temperance Alliance Monthly* has reached a circulation of thirty thousand.

An address is being prepared by the leading educators of this country, explaining the principles of our school system and its benefits, which is to be given to the Japanese Embassy, now visiting this country.

NEWTON county teachers are paid thirty, thirty-five, forty and forty-five dollars per month, according to the grade of certificate.

INDIANA, according to the United States School Commissioner's Report, has one hundred and twenty seven thousand and fifteen persons over ten years of age, who can not write their own names.

"THE School" is the name of a new educational paper, edited and published at the State Normal School, Ypsilanti, Michigan. The first numbers look well and contain some good articles.

We have a great many letters asking for Superintendent Hopkins' address on Compulsory Education. We wish to say that it has not been published yet.

THE teachers of Morgan county, under the direction of the Examiner, Robert Garrison, have held regular monthly associations during the past year, and have sustained an educational column in one of their county papers.

SOME teachers always say "Mr." and "Miss," when speaking to their pupils—even to small boys and girls. We simply submit that it is not in good taste. As long as boys and girls are in the public schools, even High Schools, the better way is to call them by their plain christian names.

In the *Brownstown Banner* (Jackson county), we find a lengthy report of a Township Trustee, whose name does not appear) concerning his schools. This is the first instance we have noticed of a Trustee publishing reports of his visits to his schools. This is another step in the right direction.

THE minutes of the Wabash County Teachers' Institute have been published in a neat pamphlet of thirty-nine pages.

These are the best minutes we have ever read. The secretary, Mr. I. F. Mills, seems to have a special power of listening to an address or exercise, grasping the salient points and expressing them in a clear, concise form. Such minutes are well worth publishing.

We desire to secure some good person to act as agent for the INDIANA SCHOOL JOURNAL in every city, town and neighborhood. We offer as liberal terms to agents as are offered for any journal in the country, *except for those that are published in the interest of some private business, as advertising mediums.* When an editor offers his paper *six months for twenty-five cents*, or offers the full price of subscription in premiums, teachers may rest assured that there is a private "ax to grind." We make the above statement for the benefit of conscientious teachers, who would not willingly sell out to an enterprise that they did not fully endorse.

THE decision given in the Official, this month, is an important one, and we call special attention to it. The Indianapolis School Board have taken measures to secure a new hearing, if possible.

Union Christian College, at Merom, Sullivan county, is reported to be in the most prosperous condition it has ever been. Thomas Holmes, D. D., is President.

WE take the following from the advance sheets of a semi-annual report of Prof. A. C. Shortridge, Superintendent of the Indianapolis schools. It seems to us a strong argument in favor of some form of compulsory education:

"Uneducated Children.—The school census, as shown by the enumeration made in August, 1871, was fourteen thousand seven hundred and thirty-five.

The number of different pupils in the public schools since September 5, 1871, is six thousand three hundred and forty-two.

As many of the pupils who are reported to have been in school really attend them only for a few weeks or months of the year, I have preferred to compare the average whole number in both the public and private schools with the number of school age, and to do so I shall divide them into two classes, those over fifteen and under twenty-one years of age, and those over six and under fifteen years of age.

The number over fifteen and under twenty-one years of age, as shown by the last enumeration, was three thousand eight hundred and seventy.

The average number of like age in both public and private schools during the first half of the present school year, was three hundred and seventy-eight.

The number over six and under fifteen, as shown by the enumeration, was ten thousand eight hundred and sixty-five.

The average number of like age in both public and private schools was six thousand two hundred and forty-four.

From these statements it will be seen that out of a school population of fourteen thousand seven hundred and thirty-five only six thousand three hundred and forty-two have been in the public schools. Eight thousand six hundred and ninety-three, or about fifty-nine per cent. of the school-going population have not spent an hour inside of a public school building so far this year.

In addition we see that of the three thousand eight hundred and seventy who are between fifteen and twenty-one years of age, that there is an average attendance in both public and private schools of three hundred and seventy-eight, or a fraction over nine per cent.

Lastly, the figures inform us that out of ten thousand eight hundred and sixty-five children over six and under fifteen years of age, the average attendance in both public and private schools of those of like age has been but six thousand two hundred and forty-four. In other words, forty-three out of a hundred of all between six and fifteen are not to-day members of any school either public or private.

A TEACHER wishes some one to publish in the next number of the JOURNAL clear and concise answers to the following questions: 1. What is History? 2. What is the object of teaching United States History in the common schools? Who will favor us with answers?

THE minutes of the Howard County Teachers' Institute for 1871, have been published in a neat pamphlet of sixteen pages. The secretaries, Mr. J. B. Johnson and Miss Rebecca Trueblood, have succeeded in presenting the leading points of most of the lessons given, in such a way as to make them valuable for teachers to preserve for reference and study.

THE annual report of the Evansville schools for the year ending September 1, 1871, has just reached us. The report contains the usual matter of such publications, and makes a good showing for the schools. The Superintendent, Alex. M. Gow, discusses quite a number of topics relating to school duties in such a way as to make the report valuable to both teacher and parent.

J. C. HOUSEKEEPER, Superintendent of the Seymour schools, has published a programme of his annual oral examinations. At the foot of it I find the following, which many of our teachers would do well to study carefully:

"In the examinations, the teachers will have the charge of their respective classes, but visitors are requested to ask any and all questions that they may deem important.

"It is desired to have the Examinations made as thorough as possible; hence visitors are requested to notice, in the teacher's examination of a class, that all pupils are called upon alike; that the questions asked are such as will develop the pupil's knowledge of the principles of the study; that no questions asked can be answered by yes or no; and that the teacher in no way assists the pupil in answering."

S. P. THOMPSON, Examiner of Jasper county, has visited all the schools of his county, and has published a report of each in the county papers. He has certainly "spoken plainly in the premises." Where schools are good, he praises cheerfully; but when bad, he criticises sharply. Here is a specimen of each class: "This is one of the most zealous and promising schools in the county." "The order, industry, and attendance of this school are simply unpleasant to the lover of system. The teacher is an inveterate user of tobacco, and manages a school indifferently." Mr. Thompson has published an address to his teachers, in which he says:

"I am further resolved to use my best endeavors to weed out, as tares from the scholastic grain fields, those nominal teachers whose method is formal, conventional and superficial; whose discipline is exacting, dogmatic and doubtful; and whose labor shows a lack of preparation and directing skill."

He does not mark any one more than sixty per cent. in reading who can not make distinctly the forty-four elementary sounds in the language. He gives no certificate on a lower average than seventy per cent.

We have the following items from Randolph county, which certainly indicate a prosperous condition of things. A. G. Stakebake is the Examiner:

"Township teachers' associations were kept up all winter. The Trustees were material workers in support of them.

"The teachers in the townships where they were held were nearly always all present.

"The duration of the public schools averaged six months.

"The Examiner visited every school in the county, and remained with it half a day.

"He organized some of the schools at the beginning.

"The teachers who attended Institutes previous to beginning their schools, averaged much better than those who did not.

"Nearly all the teachers are permanent residents of the county.

"The number of schools in the county is one hundred and thirty-one. Seven of them are graded.

"Arrangements are being made to build houses suited for graded schools next year.

"Our average *per diem* is two dollars. Females receive the same as males."

SCHOOL REPORTS OF VARIOUS CITIES FOR FEBRUARY.

Town or City.	No. enrolled.	No. of days of School.	Average No. belonging.	Average daily attendance.	Per cent. of attendance or average belonging.	No. of tardy notices.	No. neither tardy nor absent.	Name of Superintendent.
Indianapolis	5083	19		4000	90.7	1061	1310	A. C. Shortridge.
Evansville	4019	20		3137	91.5	1230	392	A. M. Gow.
Terre Haute	2341	20		2013	92.2	1423	577	Wm. H. Wiley.
Logansport								
Richmond	1502	19		1306	84.4	293	433	J. McNeill.
Muncie	541	20		487	90	45	103	H. S. McEae.
Goshen								
Elkhart	650	19		526	90.2	574	163	J. K. Walts.
Franklin								
	696	20		537	95.8	44	347	E. H. Butler.
	573	20		492	92.5	11	196	J. J. Mills.
	584	20		347	90	120	98	J. C. Housekeeper.
Princeton	580	20		372	90.5	106	143	D. Eckley Hunter.
Edinburg	500	20		378	93.7	96	234	
Attica								
Delphi	458	20		329	83	146	44	D. D. Blakeman.
Noblesville	306	20		306	97	22	121	Jas. Baldwin.
Frankfort								
Rushville								
Vevay	374	20		304	92	170	96	M. A. Barnett.
Mitchell	350	19		193	87.6	228	28	J. P. Funk.
Greensburg								
Brasil	366	20		300	92.8	87	104	E. B. Smith.
Vernon								

We wish once more to urge Superintendents to be prompt and regular in sending in their reports.

THE Lawrenceburg High School will graduate a class of five at the close of this year—the first class ever graduated.

W. P. PHILON, Examiner of LaPorte county, publishes the following in the educational column which he edits: "Out of thirty-one applicants, ten failed to reach the necessary average to secure even a fourth grade license. We wish the teachers of LaPorte county to fully comprehend that we mean business in this matter, and however much we may sympathise with the disappointed candidates, we shall no less remorselessly apply the knife, granting to each, without fear or favor, what he may fairly win. We also wish it distinctly understood, that no teacher can come tardily to the examination without hazarding all the chances for success. We repeat emphatically: *It is a day's good hard work.* The examinations commence at 10 o'clock, A. M., and finish not before 4 o'clock, P. M."

THE STATE SUPERINTENDENT has issued the following circular to County Auditors:

The Attorney General having given an opinion that section 3d of the Act of February 24th, 1871, (Acts 1871, pp. 6 and 7), requires all loans of the Common and Congressional School Funds to be made at the rate of eight per cent interest, all loans made after the passage of said act should have been and should be at the rate of eight per cent., and, therefore, this department will hold the counties liable for the full amount of interest on such loans.

Auditors will be required to report the amount of such loans in their Semi-Annual Report of school revenue for October, with the interest in full. All loans which have expired by limitation and have been renewed since the passage of the act, February 24, 1871, are new loans, and must be so reported.

Also, eight per cent. interest will be required on all loans which have expired by limitation, but which remain unpaid or have not been renewed—the mortgagor paying the interest annually,

On all loans, which have been made previous to the passage of said act, the interest can not be changed until the expiration of the time for which they were given, without the consent of the borrower.

MILTON B. HOPKINS,

Supt. Pub. Instruction.

Since the above was in type, we have learned that the Auditor of Allen county has submitted the "circular" to the law firm of Morris & Withers, of Fort Wayne; and they have given a written opinion which conflicts materially with that of the Attorney General. They take the ground that the law of 1871 relates to the Sinking Fund alone, and not to the Congressional and other funds. They "do not think that renewed loans of School Funds, other than the Sinking Fund, since the 24th of February, 1871, draw eight per cent.; nor that eight per cent. can be required on loans which have expired, for the reason that one party is not competent to make a contract."

PERSONAL.

J. E. MATTHEWS, Examiner of Tippecanoe county, has visited all the schools of his county—the Commissioners allowing him all the time for the purpose that he might deem necessary. Of forty-seven schools visited during December and January, the average daily attendance on the enrollment was sixty-five. This is very creditable for country schools, considering the character of the weather. Mr. Matthews is intending to raise the standard of his examinations.

We find, in the *Morgan County Republican*, a very complimentary notice of the schools of Martinsville. These schools are said to be well organized, closely graded, and well governed. Mrs. N. D. Standeford is Superintendent and teacher of the High School. She is a woman of more than ordinary ability, and is doing a good work. So far as we know, she is the only lady Superintendent in the State. She has held the place for two years. We take pleasure in stating these facts, that Trustees may understand that a lady may be successful even as a Superintendent of schools.

E. H. BUTLER, Superintendent of the Lawrenceburg Schools, gives each month a public literary entertainment. The exercises consist of essays, declamations, singing, etc. The largest hall that can be secured is always crowded. Teachers can do much in this way to interest citizens and patrons, and thus make their schools popular. There is danger, of course, of carrying anything of the kind to an extreme.

BOWEN, STEWART & Co.'s large book store, situated on Washington st., this city, was burned a short time ago. They have opeed out with a fresh stock, at 33 South Meridian street, where they will remain till they can rebuild.

CYRUS HODGIX goes from Henry county to Marion, Grant county, to join with William Russell, Superintendent of the Marion schools, in establishing "The Marion Normal School." Success to the new enterprise.

MR. GEO. F. BASS goes from Cadiz, Henry county, to Rolling Prairie, LaPorte county, at which place he is to take charge of the schools at seventy-five dollars per month. Cause of change, length of school term and price paid.

A. M. GOW, Superintendent of the Evansville schools, is about publishing a book entitled "A Guide to Good Morals." It is intended for teachers. We know something of Mr. Gow's views on this subject, and look with some interest for the appearance of his new book.

EXAMINER PHELON, of LaPorte, proposes to hold a Normal Institute in his county, six weeks in length, during the coming summer, if there is a demand for it. The teachers of that and adjoining counties ought to demand it.

PROF. L. H. JONES, of the State Normal School at Terre Haute, was married to Miss Ella Schofield, of Indianapolis, March 21, 1872. We commend the Professor's method of spending his spring vacation. May his bereaved room-mate soon enjoy "the same, the same great blessing."

REV. C. MARTINDALE was re-elected General Agent of the Indiana State Temperance Alliance, at the meeting of the Board held in Indianapolis March 20, 1872.

BOOK-TABLE.

EDUCATIONAL YEAR BOOK FOR 1872. Compiled by Wm. B. Smith. New York: Teachers' National Publishing Association.

This is a little volume of something over two hundred pages, that a great many teachers will want. It is full of educational items and statistics, not only in regard to our own country, but including foreign countries as well.

It gives the leading features of the school law of each State. These facts and the statistical tables are very valuable. Normal schools, endowment funds, teachers' institutes, and a multitude of miscellaneous topics are discussed.

The author states in his preface that he addressed circulars to State officers for the facts published, and in all but three or four instances received prompt replies. Indiana certainly was one of the delinquents, as there are one or two very ludicrous mistakes in the synopsis of her school law. We value the book highly.

HITCHCOCK'S NEW AND COMPLETE ANALYSIS OF THE BIBLE is one of the most valuable books for the Bible student we have ever examined. One of its leading features is, that it gives the entire Bible arrangement in topics, so that a person wishing to know what the Bible teaches in regard to a given subject, can find all the passages relating to it collected under the appropriate head. It is highly recommended by clergymen of all denominations. The minister, the Sabbath-school teacher and general Bible reader will find it a book of great value. Sold only by subscription. Address E. W. Smith, 132 North Tennessee st., Indianapolis.

SUMMERBELL'S NEW CHURCH HISTORY, is a book written on a new plan, giving the evidence of Christianity and its progress for eighteen hundred years. It also gives, in parallel columns, the rise and progress of Popery. The whole is arranged in chronological order, and is a very valuable book to any one interested in church history. Address N. Summerbell, 184 Longworth st., Cincinnati, O.

THE LADIES' OWN, edited by Mrs. M. Cora Bland, Indianapolis, comes out for 1872 in a new dress that very much improves its appearance. We are glad to hear of the increased and increasing popularity of this worthy home magazine. We advise our lady readers to send for a specimen copy of the *Ladies' Own* before subscribing for a foreign publication.

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INDIANA SCHOOL JOURNAL

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No. 5.

CONDUCTING RECITATIONS.—IV.

BY WM. F. PHELPS,

President of the Minnesota State Normal School, at Winona.



IN the preceding paper of this series the preparations of the teacher were briefly considered. But since the pupil is also an important factor in the work of the class-room, it will be profitable to refer to the preparation necessary for the latter in order to realize complete success at the recitation. The propriety of this step will be the more apparent if we reflect that the teacher himself is largely responsible for the character of the preparation made by the pupil. *The child is to be taught how to study. He is to learn how most wisely and effectively to use his faculties.* This is indeed one of the chief ends of school training. It is the business of the teacher to guide him in the right way. As has been before stated, the recitation is one of the leading features in all school work. Its chief object is to assist in the development of the pupil's faculties. How should he be aided in the prosecution of his share of the needed labor? This is the question which we have now to answer, and we proceed to its solution by suggesting: I. *That when necessary, the teacher should devote a portion of the time of each daily recitation to a survey of the subject matter of each succeeding lesson for the purpose of anticipating its difficulties, and of indicating to the pupils how these difficulties may be the most effectually overcome by the individual exertions of each.*

It is worthy of remembrance that it is the office of the teacher not to remove the difficulties which confront the pupils, but rather to teach and encourage them to overcome the obstacles for themselves. There is no royal road to learning. The temple of truth is not to be reached on beds of ease. *Per aspera ad astra*—through difficulties to the stars—is a lesson which every child should learn. There can be no excellence without labor. Let the teacher then foresee and point out the rough places, but leave his pupils, as far as possible, to smooth for themselves. To be forewarned is to be forearmed.

The assistance rendered by the teacher should be of the more indirect sort. Let him, in cases of peculiar difficulty, rather refer to the principles applicable to their solution than actually to solve them for the pupil. Self-reliance and a resolute perseverance should be inculcated at every step. These cursory examinations of succeeding lessons should also form the occasion for referring to the connection existing between the series. *The child should be habituated to associate the ideas and attainments of to-day with those which precede and follow each lesson.* There is a vast amount of fragmentary teaching in the world.

There is far too little attention given to the cultivation of the power of association in the work of the class-room. Isolated facts are of but little value. It is only when learned in their relations to other facts that they become a power for good.

The strength of the memory depends largely on the power of attention and association. Hence in the preparations of the pupil for each daily lesson, let the teacher foresee that these conditions for effective work and healthful progress are fulfilled.

II. The pupils should be skillfully led to comprehend the truth that to study profitably he must master ideas rather than words; facts and principles rather than the language in which they are embodied. The mere enunciation of this proposition is sufficient to secure the assent of every intelligent teacher. Theoretically nothing can be more nearly self-evident. But in practice it may almost be said that nothing can be more rare than its realization.

No one who has been a close observer of the manner in which recitations are generally conducted in our common schools can resist the conviction that in a vast majority of cases the performances of the pupils are desperate struggles to recall words rather

than to give intelligible utterance to the "thoughts that breathe" within them.

The remedy for this great defect lies with the teacher, and is to be effected by a proper supervision of the preparatory work of the pupil, and by a rational method of conducting the exercise of the class-room.

The teacher should as often as may be necessary, go over the lesson which has been assigned, questioning his classes upon the subject matter, and drawing out the leading ideas embodied in it to the end that their private study of it may be intelligent and not mechanical, thorough and not superficial. Although this anticipatory work may require some time, yet it will be well spent, and in the end will prove to have been true economy both of time and labor, and it will leave the pupil without an excuse for defective preparation.

III. It is a part of the necessary preparation of the pupil that he come to the recitation with a willing and teachable spirit. Such a spirit it should ever be the aim of the teacher to cultivate in his pupils.

Nothing can be more opposed to real progress than obstinacy or pride of opinion in the learner. Where these exist they should be eliminated by the judicious efforts of the teacher, even at the expense of a mortifying exposure of the pupil's ignorance at every favorable opportunity. This I have found it necessary to do as a condition precedent to effective work in the class-room.

This feeling does not often occur among young children, but it is not uncommon with the older pupils of the higher classes. It is entirely inconsistent with the ends and aims of school work, and its extermination is demanded by the best interests of all concerned.


The next article, on the *Management of the Recitation*, will close the series which I fear has already been extended beyond the patience of my readers.

WE are born in hope; we pass our childhood in hope; we are governed by hope through the whole course of our lives; and in our last moments hope is flattering to us, and not till the beating of our heart shall cease will its benign influence leave us.

THE CHILD'S FIRST DAY AT SCHOOL.

BY MISS DELIA A. LATHROP,

Principal of the Cincinnati Training School.

N a preceding paper under this title there was an attempt to impress upon primary teachers the necessity, in view of the great change of habit to which children must necessarily submit upon entering school, for carefully considered plans of school work.

It is not proposed in this one to develop a system of primary instruction, but simply to suggest some things of a purely practical character, in the earnest hope that they may be of service to some young teacher who more than anything else wants to know how to do her work well.

Some one has defined originality as the ability to strip an idea of all its former clothing, then having dressed it in newly-made garments, to send it forth into the world again alive and vigorous. Any teacher may claim the merit of originality who can take "suggestions," assort them, amplify and adapt them, and engraft them into the school order—a necessity imposed upon her. Plans of another can scarcely be adopted literally with profit to either teacher or school.

The aim of the primary teacher should be to lead the child by as pleasant ways as possible into the straight path of school duties. To do this she will find it necessary as before stated. (a). To reduce physical restraint to its minimum consistent with school discipline; (b). To provide employment for both mind and hand; (c). To allow him to talk; (d). To allow his emotional nature an opportunity for development. The *how* is to be determined primarily by the immediate necessities of the child in this new relation.

One of the first of these is self command in the presence of strangers. There can be no progress in school, until the child is comparatively free from embarrassment before his teacher and classmates. Much of the timidity which children feel upon entering school may be overcome by a judicious use of the "first day's" opportunities; and in its place the elements of a genuine home feeling be planted. There is nothing more ruinous to the success of a teacher of little children than a lofty affectation of dignity

and authority. The skillful teacher instead of assuming a careless indifference as to whether her pupils ever know, and become interested in her or not, will say upon the assembling of the school something like this, perhaps: "I hope you will soon know me very well, and learn to like me almost as well as you like your mothers. My name is ———, so when you tell your mothers about your new teacher what will you call her?" "I want to know you well and love you very much, so I shall have to find out your names. Which boy will come to me and tell me his name?" The volunteer will introduce himself and them and bring out other children whom he knows and introduce them. Each child in turn introduces or is introduced, so all receive attention, have something to do and are pleased. This, interspersed with talk about home, baby brothers and sisters, dogs and dolls, makes the ordinarily stupid task of "getting the names of the school" to become in the hands of a teacher of quick intuition, and strong sympathy with children, a pleasant and in several directions which appear at once, so I need not state them, an educative exercise.

Does some one object that this will take *more time* than to pass up and down the aisles and ask for, be told, and then write the names in a book? Well, grant it. What is time for? School-time is to be used for the children in school; and how can the first hour of a child's school life be more profitably used than in learning that a school is a pleasant place, and that the teacher is a pleasant and gentle lady? So the teacher is converting the mechanical necessities of the school into a rare opportunity of enthroning herself in the heart of each of her pupils.

What else shall we do the first day of school? Our pupils need a variety of work which is largely physical and only slightly intellectual. They must learn something of the mechanical order of a recitation. If this is the point to be taught there should be a minimum of difficulty in the matter of the lesson, or the teacher is attempting too many things at once. What shall we choose for our topic? What object has each child at hand, for study, with which he is already quite familiar? The human body; so let the lesson be upon the children themselves. There is "a specimen" by the side of, before, with every child. The teacher in this lesson leads the children to state that each has a head, a neck, a trunk, two arms, two hands, two legs, two feet. The children are taught individually, in sections and simultaneously, to show

and name these parts always in the same order and with a uniform movement. This may not be accomplished in one lesson—quite likely it can not be—but when it is attained, what has been done? Have not the four things the children most need to know at this stage of school-life been most effectively taught? They have been obliged to concentrate their attention—to think to a point; they have learned to move uniformly; they have learned to talk simultaneously, and have been given during the entire lesson good, physical exercise. An earnest teacher will at once see how this lesson may be expanded into a series of human body lessons, including a simple but graceful course of calisthenic exercises.

A conversational lesson will furnish abundant occasions for the most profitable instruction. If the school is composed of boys, the topic may be *dogs*. How many have dogs? Large dogs? Small dogs? Black dogs? White dogs? Dogs with collars? Dogs that sleep in the house? Dogs that are chained at night? Then let individual children tell the rest about their dogs. Such an exercise affords an opportunity to teach children how to arise properly, how and when to stand, and how to sit when through reciting. The chance it gives the teacher to correct the language of the children, is, to a good teacher, a rare one.

These may seem small matters, at first suggestion, but much of the difference between the good and the poor school is to be found in attention to little things. A child made thoughtful and exact in one branch of school-work, is made so for all. It is so natural for children to swagger leisurely to their feet, to stand on one foot with hands in pockets, to descend into their seats, when told to sit, by first going upon their knees after the fashion of some of the lower animals (evidence of ancestry?) that constant caution needs to be exercised lest they form confirmed habits of ungraceful movements.

MASTODON'S TOOTH IN MASSACHUSETTS.—Prof. E. Hitchcock states that he has "seen and identified a mastodon's molar" (Prof. Silliman is somewhat older than we supposed him to be) "which was found in the town of Calerain, Mass. It was shoveled out of a muck bed just as the ground was frozen for the winter." He hopes to find the remainder of the skeleton this spring.

* R E A D I N G .

BY LIZZIE HARRAH.

READING, considered as a subject to be taught in the schools, is composite in its nature, being composed of two parts, As defined by some of our best elocutionists, reading is the *adequate* expression in vocal utterances of the thoughts and emotions of a written or printed composition.

Or, a more simple definition—*good* reading is telling in the best way what the writer *thought* and *how* he *felt*.

Thus understood, the operation is purely physical, being simply the delivery by means of the vocal organs, of thoughts already existent.

But *no* one can *deliver* thoughts until his own mind has constructed them. Hence arises the second part of the subject, not included in the above definition, commonly called silent reading, which includes the careful study of composition ; in other words, gaining the *meaning* of the author.

The writer's mind being active and directed toward a subject, forms ideas and represents them by words which are only *signs* of ideas. Our minds, through the faculty of perception, view these signs, and the imagination, assisted by the other mental faculties, constructs or builds out of elements of former cognition suggested by these signs, ideas and thoughts similar to those of the author.

In order to more fully understand the application of this theory to teaching, it is necessary to ascertain, first, the condition of the child's mind when he enters school.

The child comes to school to learn, among other things, Reading. When he enters, he has a vocabulary, acquired by observation. He has learned to associate a certain sound with a certain object, and is enabled to name readily objects by sight. His mind is in its perceptive stage of growth, i. e., those ideas can be presented to him most

* Miss Harrah's graduating Essay at the State Normal School.

easily that have their counterpart existing in the external world—that he can perceive through the senses.

Experience has taught him to use the spoken word as the sign of such ideas.

He is able to communicate by speech with others because both recognize the same *spoken* words as signs of the same *ideas*.

In order that he may equally well understand what is *written*, he must be made acquainted with the *written* or *printed* words as signs of ideas.

He may *first* have taught to him the written or printed words as signs of ideas *already* in his possession. Then he will need to learn *new* ideas, and will need immediately both the printed and the oral words as signs of such ideas.

He hears or sees the word *fox*, but it names no external object with which he is familiar. In order, then, that he may use both the oral and written sign *understandingly*, the idea must first be developed in his mind.

Pictures may be made to aid in the development of a new idea; for instance, if the word *fox* occur as a new word—the children have, perhaps, never seen or heard of the animal—the teacher holds a picture of it before them, and their interest and curiosity are at once excited. The teacher talks with them about it, and they readily construct by the imagination the representation of the real animal. They have then the idea and the oral sign for it.

The printed word may next be taught to them as another sign for the same idea.

In this way they are continually gaining new ideas and oral and written signs, *i. e.*, words to represent them.

But these words bear no relation to each other, and it is only when the child sees a relation existing between ideas, that from these ideas thoughts are evolved.

When the child's ideas take the form of thoughts, certain emotions are awakened, and these emotions are expressed by the tone of voice. Each emotion has its appropriate tone of voice, facial expression and gesture;

hence, there is physical as well as intellectual culture to be secured in *good* reading.

The *physical* culture should not be *undervalued*, for not only does it add to the health of the child, but the effective rendering of any selection depends *largely* on the proper development of the vocal organs. If these organs are in an unnatural position, if they have been injured by disease or otherwise, they can not produce *pure* tones.

Voice is vocalized breath; breath is air breathed; so, to increase the amount of *voice* is to increase the supply of air breathed.

To produce *pure* tone, the inhalation and exhalation must be full and complete, the air cells of the lungs must be filled. When this takes place, not only may pure full tone be produced, but the blood is purified, thus producing more physical and mental vigor.

To secure vocal culture, the child should assume an erect posture, and the position of the head should be such as will allow the organs of voice free, easy movement.

The lungs may be strengthened a great deal by drilling the child on the vocal elements, and this should be made to include phonic spelling, pronunciation, and all the lighter forms of elocutionary drill at the proper stages; and *never once*, through these exercises, should the teacher lose sight of the importance of *deep breathing*. The whole exercise will be a failure unless the work be *done with energy*.

Never allow a pupil to *read or speak* in other than *pure* tones, and with such force as to be *distinctly* heard by ALL.

As the emotions of the writer or speaker are various, there will be a variation in the tones of voice expressing them; some tones will be indicative of an excited state, others of a calm, deliberate state. The tones may differ from each other in force, speed, pitch, volume and quality; but all these are intimately connected with the breathing process.

The intensity with which the air is expelled from the lungs will be the measure of the *force* in reading. The amount of air breathed indicates the volume of voice. If

e breathing process be obstructed, the quality becomes impure. Thus all these peculiarities of tone which make them impressive or otherwise, are seen to depend directly on the management of the breath.

One's power over another in reading depends not so much on the *amount* or *kind* of matter delivered, as on the power to express *clearly* and *forcibly* the thoughts and notions of the writer.

To make vocal utterances adequate to the thoughts and notions of the writer as expressed by his composition, we must first think thoughts like his; but thoughts are the exciting causes of emotions, and these emotions, if allowed to control the voice, will adapt the vocal utterances to the thoughts to be expressed.

When the child has a vocabulary so extensive that he can understand the *meaning* of words and their synonyms, he is able to use the dictionary. In his reading he will continually find new words, and to gain the ideas expressed by these words, he consults the dictionary. This takes the place of the pictures and oral instructions of the teacher, so necessary in his early training.

The thoughts are represented by sentences. The sentences are made up of words, standing in a certain defined relation; but as different circumstances modify the ideas of the writer, these circumstances, as well as the meaning of the words, must be investigated.

Each circumstance had its influence in shaping the writer's views; hence, how important that they be *carefully* considered in reading.

If the reader wishes to put himself as nearly as possible in the place of the writer, he must investigate all the circumstances of his life, his early history, the object he had in view in writing the selection, and all the accessories of time and place.

By knowing the place where the early part of the writer's life was spent, the reader can learn the manner and customs of the people with whom he has associated, and their influence on his character.

By knowing the time, the reader can judge of the influence the age had in moulding the writer's opinions and views in regard to the theme of which he treats.

Doubtless the reader cannot think thoughts exactly like those of the writer's; for minds are as unlike as faces, because the experience of no two persons is alike. And it is probably impossible for a person to grasp exactly the conceptions of another.

Words are at best but poor signs of ideas and emotions, and though an author may employ words such as will very nearly represent his ideas, yet the reader's mind is so different from his that he can not, from the written or printed sign, create the image in all respects like the writer's.

The material which the reader's imagination uses is different in some respects from the writer's; hence, his ideas will be different.

What a *wealth* of thinking does every cultivated language embody! Each one of its words has gathered into its subtle essence the results of the repeated and refined observation of men who, perhaps, by successive effort at last reached the conception which the single term *now* enshrines.

Many of its terms designate relations and similarities which are by no means obvious at a hasty glance; and distinctions that would not at once be detected, and can be discriminated only by careful study. Even those words which we call synonymous are distinguished by nice but real shades of differing import. How important, then, that there should be a *careful* study of the literal, received and special meaning of the words, and of the varying shades of meaning which the phrases may have, and the relations of the sentences to the paragraphs, and the relations of the paragraphs to the selection as a whole, that the reader may be able, as nearly as possible, to search the hidden thought which the words and sentences may contain. The pupil should be so guided in his investigations that he may be able to select from the vast amount of literature such facts as will bear directly on the subject before his mind.

in the libraries of Boston and Cambridge (or any place where there are great libraries) there are collected such stores of information, that to be able to select just the desired, requires a power of close discrimination.

It is said that if a person were to devote his time to reading of titles even of new books, he could not read titles as fast as the books are published. So, to take the vast amount of reading matter that may be accessible, such information as we need and can retain, is a task, the formation of which requires experience and training in careful attention.

Reading, as *generally* taught in the schools, includes part of what our first definition states, viz: Reading is *adequate* expression in vocal utterances of the thoughts and emotions of a written or printed composition, since it usually omits the idea expressed by *adequate*. In this case the thoughts and emotions of the writer *are* expressed in vocal utterances, but it is not an expression made *equal* to the thoughts and utterances of the writer, for the pupils are not led to form just conceptions of the thoughts and emotions the writer intended to convey.

They see the printed sign; but their attention not being directed to its meaning, the activity of their minds is feeble, the thoughts constructed are not as vigorous and clear as the author's thoughts.

The pupils attach *some* meaning to the words, but it is a vague one. There is not a *complete* mastery of the author's thought, and it is only by thoroughly grasping the sense and thought contained in the words and groups of words and sentences, that the true emotions are awakened.

It is not until the emotions have been awakened by thought, that the vocal utterances can be *adequate* to the thoughts and emotions. If the thought is not correct, the emotions will not be, since an emotion is an effect of which an idea or a thought is the cause.

Relatively considered, gaining the meaning of the author is, perhaps, the most important part of the subject, since we have more frequent occasion for silent reading

than for oral reading. It is through this medium that we are able to trace the progress of civilization from its earliest period to the present, and to converse with the best thinkers of every age. It is by means of reading that the emotions speak to each other, and that friends long separated exchange greeting.

The newspaper is one of the greatest civilizing influences the world has ever known. This influence reaches the people through their ability to read.

It is by careful investigation, and *not* by vocal utterances, that we read books and papers; and it is very important that we be able rightly to *understand* what we read. We may read page after page, and chapter after chapter, without being able at the end to single out and express one clear thought.

The signs of the ideas are presented to the mind through the sense of sight, but they arouse no activity therein; hence, no emotion is awakened. We see the casket, the external; but the jewel, the spirit, is not reached.

Reading is not only the *key* to all *knowledge*, it is, when properly taught, a direct means of the most thorough mental discipline, bringing the mind, as it does, into contact with the noblest thoughts in the language. Moral culture may be secured also in reading, through the contemplation of traits of character, and in the discussion of habits and actions, as portrayed in the reading lesson. It is an exercise of the power of discriminating between right and wrong, and the cultivation of love and admiration for that which is right, and hatred or disapproval for that which is wrong. Through reference to the Deity, an exercise of reverence and love may be excited for Him.

In reading different selections not only valuable information may be gained and moral culture secured, but the peculiar style of each writer may be noticed; and in the comparison of styles the taste may be exercised and formed.

It is very important, then, that there should be a careful selection in the reading matter; for all the habits of the child are being formed, and if allowed to select his own

reading, he may choose such as will exert an evil influence that can never be entirely eradicated. There should be such a selection made as will enable the pupils to gain facts of valuable information. Let the greater part of the reading matter be taken from the *best* authors.

It is not necessary that the pupil read everything the Reader contains, for some of the articles seem to be inserted merely to fill up the book, and their study will add but little to the child's information or culture. Nothing should be selected that is beyond the comprehension of the child; nor, on the other hand, should it be so simple that it will require no investigation and study on his part.


Some of the productions of our best writers are expressed in such clear, simple language that a child can appreciate them. Always adapt the amount and kind of reading matter to the capacity of the pupil. The matter selected should be such as will show to the reader right views of life, and the means whereby he may attain real excellence of character, and establish right habits of thought and of action.

ENGRAVING.—Engraving may now be done by electricity. A plate of polished zinc is covered with a layer of some white composition, looking much like that used on the blocks of a wood-engraver. The picture is drawn with an ink made for the purpose, and then suspended to the negative pole of a voltaic battery in a bath of sulphate of copper. The inked surface is covered with a coating of copper, and when this is of a proper thickness the plate is suspended to the positive pole in acidulated water. The acid consumes the parts not covered with the copper, or the white parts of the design. It takes but a few hours to complete the operation.

Hook and one of his friends happened to come to a bridge. "Do you know who built this bridge?" said he to Hook. "No; but if you go over, you'll be tolled."

* THE USE AND ABUSE OF TEXT-BOOKS.

BY MRS. LOIS G. HUFFORD.

HE wise man of America, in this the 19th century, may well exclaim, "Of making many text-books for the use of schools, there is no end." So many, indeed, that one whose duty it is to choose among them is perplexed amid the Babel-clamor of rival agents, each presenting the claims of his own particular book. Few are utterly worthless. The most, inspired by the perception of something wrong or something lacking in the old books, endeavor to meet the new wants of the new methods of teaching. All books that I have used, either in studying or teaching, have had good points; none have been without faults; and I presume that mine is the common experience. How to use the text-books without abuse, and how to train pupils to do the same is worthy of our study.

"Extremes meet." In the first period of a child's school-life, and also in the most advanced college classes there is little need of text-books; in the former case, their place being supplied by the teacher while the child is yet unable to use books, and in the latter by the lectures of the professor. Yet, even in these two periods, the instructor must depend greatly upon books of reference, and as he uses them judiciously or otherwise, such will be the degree of the pupil's progress. Everywhere, however, and at all times, the teacher should be greater than the text-book; greater as to his knowledge of the subject taught, and greater in the estimation of the pupils. None are so quick as children to detect any ignorance or uncertainty in the teacher. Therefore, that we may have the lasting respect of those whom we instruct, we should be thoroughly informed, not only in what the text-book contains, but in the general subject-matter of which it treats. I am sorry to say that teachers are not always instructors, but instead,

This paper was prepared for the State Teachers Association, but owing to sickness Mrs. Hufford could not be present to read it.

are sometimes merely listeners to recitations. This is sure to be the case when the teacher's own knowledge of the subject is limited to the presentation of it given in the particular text-book used by him. All teachers ought to be wise students. In some places the School Trustees make a rule that no teacher shall hear a recitation without first going over the lessons for the day. It is a discredit to the profession that such a rule is ever necessary. No teacher should come before his class without careful preparation; nor should this preparation be confined to a review of the pages of the day's lessons, but he should study the subject with all the light that can be thrown upon it by other authors, making his own mind the final debating ground, comparing all that he has obtained by study, and deducing general results for himself.

The abuse of text-books is so intimately connected with their right use that I do not think it necessary to arrange two distinct lists of uses and abuses, for to mention one is to suggest its opposite.

To my mind, the chief use to be made of text-books is to be perfectly independent of them. Probably we have all heard teachers ask a question—in Geography, for instance—and while awaiting the reply we have seen them hurriedly search the map. I have strongly suspected sometimes, that the pupil's answer gave the teacher his first clue to the whereabouts of a certain cape or city; and I have even known both pupils and teacher to fail to discover the true answer to a question. In all the branches taught below the high school and in scientific studies there, the teacher ought to be so completely independent of the text-book that he need not hold one in his hand during a recitation unless he chooses to do so. I might make reading-classes an exception, but even there, I am inclined to think that it is better to require the pupils to read in such a manner that the teacher shall be able to understand without the book before him, making the class responsible for all errors of omission or addition. In this way the attention of the

pupils is secured, while the teacher's eye is free to observe the school.

It is needless to say that a course is impracticable where rote-recitations are required, as few teachers would be willing to commit every lesson to memory verbatim, even when they require it of their pupils. The classes should also be trained to become independent of the text-book. In Arithmetic, children can often work examples correctly at the board if they are allowed to hold the book, who fail when required to perform the same work without it; showing that they do not comprehend the principle underlying the example, but depend upon the answer, or the rule, or the neighboring examples for suggestions. I would not make an unvarying rule, either for myself or others, as to the manner of conducting recitations, but I do not consider that a pupil understands a principle of mathematics until he can do as well without the book as with it. I have alluded to the too common habit of working for the answer. Some even go so far as to compare each figure of their answer, as they obtain it, with that given in the book, and I have even seen students who, finding that the first figure disagreed, would go no further, but put down the slate, saying "It is no use; I can not get the answer." Such a habit is pernicious as it renders the student loose and inaccurate in his habits of thought and makes it impossible for him to become a thorough mathematician.

Pupils should be taught that principles are to be mastered so that they will readily obtain the correct solution of the problems. I consider the omission of answers a good feature in some of the late Arithmetical text-books, but when those with answers are used, the teacher will find it especially useful to give a great many examples outside the text-book. It is, also, excellent drill to require the pupils to bring in problems of their own for solution by the class.


Nor would I limit the application of these remarks to mathematics.

Studying the books more than the subject, is a serious

abuse to be guarded against in teaching all branches. Who of us has not heard children trained like parrots, glibly rattle off page after page of definitions in grammar, who, when questioned as to the meaning of what they had been repeating, looked at us with a vacant stare or a puzzled expression, showing that they attached no meaning to the words? As to applying what they had learned to the right use of the English language, they are astonished if we suggest that those definitions have any connection with their own manner of speaking. Is not this kind of teaching a mockery of the first principle of English grammar, viz: that its use is to teach us to speak and write the English language correctly?

[TO BE CONTINUED.]

A LITTLE CRITIQUE.

N the SCHOOL JOURNAL for April, is a valuable article by President Holmes, of Merom College. Its sensible and practical suggestions, neither teacher or pupil, can afford to disregard. I have long been convinced that in the education of youth, too much emphasis is placed on the mere memorizing of rules, and too little on the understanding and practical application of them. The pupil in grammar, for example, studies the *book* rather than the subject, and imagines that so soon as he is able to repeat a few rules and parse glibly, he is master of the language and fully competent to teach.

In addition to the excellency of the English language, it derives importance from the fact of its wide diffusion, the time being not very distant when it will be the vernacular of half the world.

Ability to speak and write correctly such a language is no trifling attainment. Not one is there in ten thousand of every-day people—not one in a thousand of those even who make public speaking and writing their business, but habitually misuses our noble mother tongue.

Language has a philosophy, and in order to correctness of speech, its laws must be thoroughly understood.

But the article in review, which I have already characterized as being both sensible and well written, invites criticism; and as its author is an earnest, honest man, who means what he says, he will not be offended nor think me guilty of malicious intent, when he is taken at his word. I propose, therefore, to look a little into his syntax.

He commences by quoting a tribute to the English language, by the great German philologist, Jacob Grimm. Then comes the following sentence:

"Coming as this does, from one who had made the rich, strong, flexible, and expressive German the study of a long and laborious life, this was high praise; yet it may be safely said that most, if not all, whose philological researches make their opinions valuable on this point," etc.

Why "had made?" As well say of Dr. Franklin that he had made the subject of electricity his special study; or of Herschel that he had been a great Astronomer. The tense of the verb belongs to the indefinite past, the sentence should read, "who made" or, "This *was* high praise."

The writings of Grimm and such as he are perpetual facts. They will be alluded to in the present tense a thousand years to come. The tribute, if true at all, is so irrespective to time—as true now as it was when uttered. The sentence should, therefore, read "this is high praise."

Another fault of the sentence is, the repetition of "this." The phrase, "as this does," could have been spared, as it adds nothing either of force or beauty. Retaining it the pronoun should have been substituted for the latter "this."

"Make their opinions valuable on this point," etc.

The phrase "on this point" is only an element of weakness. The sense would be equally clear without it.

"The treatment such a language deserves from those who speak it, and those who sculpture in it the monuments which their best thoughts erect to their memories, needs no suggestion here."

Here the rhetoric is at fault. The sentence is partly

literal and partly figurative. The "monuments sculptured in it," are as much the work of the speaker as the writer. Oratory is, therefore, represented in the same sentence as *literal speaking* and *chiselling the marble*!

Passing several sentences we come to the following:

"Authors of world-wide fame, in many instances, neither know nor care to know anything about the rules for punctuation and capitalizing," etc.

To what does the phrase "in many instances" refer? By its position it relates to the verbs *know* and *care*; but as this rendering would make bad sense, we must look elsewhere and interpret the sentence to mean what it does not say.

"Authors, editors, newspaper reporters and correspondents, book-critics, and scribblers in general, though often manifesting great talent, research, and industry," etc.

Now whatever may be said of the others, the writer certainly does not mean to affirm of "scribblers in general" that they "often manifest great talent, research, and industry."

Under the head Diagnosis, he says:

"This case is clearly hereditary."

We sometimes hear of cases of sickness, but never of the disease itself being a *case*. Fever, for example, is the genuine name for a certain type of disease. There may be a hundred cases of fever in town, but the fever itself is not a case.

"Before making curative applications it will be necessary to use the probe. A chronic ulcer like this can never be healed by superficial manipulations."

Would not the force and fitness of these sentences be more apparent by a change of places? Thus:

"This is chronic ulcer, and can never be healed by superficial manipulation. Before making curative applications it will be necessary to use the probe."

I am sure no one could guess, by a hundred trials, that the disease is ulcer at all. While the friends of the patient (though he himself has not yet come on the stage) are

supposing it only measles or whooping-cough, the doctor has no right to shock their sensibilities by marshaling a surgical instrument.

In the next sentence the pretence that the end of speech has been attained when one's ideas are conveyed however clumsily, is dignified into a "doctrine." It is only a very silly notion. That no one may think my criticism invidious, or imagine that syntactic blunders are not frequent with other good writers, I shall select, indifferently, another of the able contributions for the JOURNAL, the article *Reading*, for example, by Prof. Alcott. The reader does not need to be told that the Professor is an able writer, or that the above named article is valuable for its many practical suggestions. If, however, in examining the first ten lines, as many errors should be found, it must not be supposed that we have *struck oil* in the matter of false syntax. Will the reader please turn to page 151 of the April JOURNAL?

"It was suggested that possibly reading *did* not receive," etc., (does not.) "Its importance demanded." (demands.) "That its place in the curriculum of study *was*," etc., (is.) "Immemorial custom *was*," etc., (is.) "When courses of study *were*," etc., (are.) "Educators *were* losing," etc., (are.) A nice discrimination would change "was suggested" as used in the first and seventh lines, to the present tense, as it certainly is suggested in each case.

"To the habitable globe outside their own *nation*," (country.)

Is *nation* the name of a division of the earth's surface? Webster does not so define the word. The words *on* and *upon*, are nearly synonymous and, therefore, usually interchangeable; yet in the etymology of the words as well as in popular usage there is a slight distinction. Thus we say "A work *on* Mathematics," "A treatise *on* Optics," "Dick *on* socitey," "Dimond's Essays *on* Morality," etc.; and I think the same nice discrimination would make the first line read, "On (not upon) this subject."

I agree that it will not be difficult to find authority for

the use of *upon* in cases similar, but it will not be denied that the criticism is nevertheless just.

Certainly, sir, certainly. The criticiser may be criticised. I make no pretension to literary excellence; for when the pen of so distinguished a Professor slips, what can be hoped from one so clumsy as mine?

In conclusion, if I have furnished an additional argument for increased attention to the English language, I shall be content. The absurd folly of neglecting one's own language to acquire a smattering, soon to be forgotten, of a half dozen others, can not be too severely reprehended. There is *discipline* in the study of English; while this superficiality—this leaving of work only half done—is inimical alike to logical thought and mental growth. He who only wades in shallow water will never be able to swim. The pupil should know something more than merely how to parse. He should go to the depth of the subject, understand the philosophy of the language, inspire its spirit, and learn to carry its terse force into his sentences.

RED JACKET.

SUBMARINE CABLES.—Telegraphic communication has been successfully established between St. Petersburg and Japan by the cable laid in the sea of Japan, between Russia Amooria and the island empire. A dispatch which left Nagasaki fifty-five minutes after midnight reached St. Petersburg at eleven o'clock in the morning, having traversed Northern Asia and Russia, a distance of nearly five thousand miles by the route of the telegraph. A cable from San Francisco to Japan would now give to Americans the honor of "putting a girdle about the earth." To judge from the increasing commerce between our Pacific coast and the Japanese islands, such a cable will soon become a matter of necessity.

EDUCATIONAL FORCES.

BY PROF. J. M. OLCOTT.

RESISTANCE, OR FRICTION.

IT WAS intimated in our article in the April number of the *SCHOOL JOURNAL*, that while physical, mental and moral development are largely dependent upon the suitable exercise of the appropriate organs and faculties of the body and mind, it is equally true that *too much* exercise actually debilitates. So, likewise, while proper superintendence is essential to the prosperity and usefulness of every school, too much superintendence actually weakens its *efficiency*. Digestion may be slightly deranged—nature requires very little assistance—but too much doctoring will cause still greater derangement and discouragement, resulting finally in prolonged sickness or even death. So the teacher may actually require *very little* assistance from the hands of a Superintendent, and that little may greatly enhance the value of his labors; but *too much* superintendence at once deranges the work of the teacher, discourages both pupils and teacher, causing the latter to lose confidence in himself at first, and afterwards to forfeit the respect of the former, which finally results in a complete demoralization of *both*.

The teacher needs to be independent: he must manage his own school, subject only to general rules and directions prescribed by higher authority. He that leans upon crutches continually has no abiding power with which to sustain himself when the props are taken away. He that hampers a strong muscular arm by carrying it in a sling inactively by his side, will soon find it paralyzed and useless. Every teacher must both instruct and govern his own school, in his own way, subject to general directions prescribed by the Superintendent. He must *rely upon himself* to devise and to adopt methods of instruction and modes of discipline suited to the present and recurring wants of his pupils, which are *varied* and *various* from day

to day, and for each succeeding hour in the day, and to regulate tardiness, absence and cases of bad conduct, otherwise he will have remaining no personal *power* to govern his school, or *inspiration* to instruct. Therefore any system of superintending schools which tends to deprive a teacher, *as such*, either directly or indirectly, of his individuality, is pernicious in its tendency, and only adds so much *friction* to the educational machinery, which has to be overcome by actual teaching *force* applied to the opposite arm of the lever.

In a small school of from two to three hundred pupils, it is a blind delusion to imagine that all the time of the highest priced teacher connected therewith is required or can be most judiciously employed in the capacity of a *Superintendent*, who spends much of his time in *interrupting* the proceedings in the various grades of the school, daily, rather than in facilitating their progress. This error is finding its way into our public schools, we fear, too rapidly, and to their very great detriment.

Young men, fresh from college, are very ambitious to *superintend* rather than to perform the more arduous labor of teaching, being led by a desire for personal ease and preferment rather than a nobler ambition to make personal sacrifice, in order to forward the great cause of Education. In large cities, it is clear, that the whole time of one man should be devoted to the work of superintending; but in small cities and incorporated towns a very considerable portion of his time may and ought to be devoted to the work of actual teaching.

RULE-FRICTION.

"Red Tape" has its use and its abuse. We believe in rules and regulations, wisely framed and judiciously executed. *Rules* have an important bearing upon any and every school enterprise, and, indeed, are essential to its success, as are the laws of the land essential to the prosperity of civil liberty. But too many rules, and especially unnecessary rules, or injudicious rules, are a source of very great

annoyances in the management of schools, and cause a vast amount of *friction*, the most difficult to overcome. Herbert Spencer says that "all law is a necessary evil." With reference to school laws this is certainly a true proposition—and as little "*necessary evil*" as possible in connection with the schools is certainly very desirable; but unfortunately the opposite extreme prevails to a wonderful extent in our organized public schools.


For the proper management and government of the schools in the great cities of the west, St. Louis, Chicago, Cincinnati, Indianapolis, etc., it may be necessary to frame and publish a school code of two hundred pages or *less* (very much *less*, we think, would be to the advantage of the schools); but it is quite unnecessary that smaller cities and towns copy *all* of such code. As well might a country village undertake to enforce in full the ordinances essential to the government of a metropolitan city.

In the application of *rules* the *principle* of *adaptation*, first of all, should be carefully studied, with an eye to relieve the school machinery of all *rule friction*. *Rule friction* is possible only where rules are *unnecessary*. Circumstances alter cases—what may be *good* in one locality, may not be needed in another; and, hence, positively injurious. The field in which the school is located will have much to do in determining the proper and appropriate rules needed. In an uncultivated field, a sensible teacher would use different methods of instruction and of school discipline from what he would employ in an old and cultivated community. Rules and regulations that would be very judicious in the latter, would be very likely to cause a vast amount of friction in the former. In a new community good sense would teach at once, and if it did not, necessity would, that that community must have its own *rules and methods*.

COMMON SCHOOLS.

BY S. P. THOMPSON,

FAULTS AND THEIR REMEDIES.

HESE schools should be more practical. The noblest citizens are practical workers. Theorists usually spin their webs of sophistry, and die enjoying the solid success of less pretentious but more active persons. To give the schools more of the practical, the officers should be educational enthusiasts—showing forth a zeal tempered with discretion for the encouragement of the working bees in the common school hives. The friends of education should look well to the choice of Directors, Trustees, Examiners and Superintendents. These officers should be liberally paid for honest, capable work in the line of their several duties. The law is not so much in fault as the officers of the law.

2. Teachers should have less of that “knowledge which puffeth up,” and more of that managing wisdom that buildeth up. They should be paid *ad valorem*. Let the teachers train their minds to think plainly, and let tongue and pen wisely interpret. The non-thinking class of teachers should be pruned *away* by the Examiners. The teachers must be compelled to plan and organize their work.

Should an architect, without exhibiting any plans or specifications, say to a corps of green hands, “Build this house,” you would groan to see that house. You might look in vain for its likeness in all the earth. When a teacher merely says to pupils, “Get your lessons,” should he wonder at their superficial, bungling recitations? I repeat, *teachers must be compelled to plan and ORGANIZE* the minutiae of their duties.

3. There should be a less number of books. Their quality should be improved, if practicable, and the number diminished. The number and variety of classes consequent on the diversity of books, cripples the efforts of both

teacher and pupil. Every pupil should possess facilities for thought and composition, and needs but few text-books.

4. Another great fault is a neglect of home study. The teacher and school officers should encourage this by personal appeals often repeated. The school-room, when occupied by a mixed pupilage, engaged in recitation and tuition, is not suitable for a studio.

5. The patrons neglect to give the teacher and school their moral support and encouragement. This may be remedied by well-directed effort on the part of the school officers and the social influences of the teacher.

6. The attendance is alarmingly small, and there is a fearful lack of punctuality in the schools of Jasper county; and, I understand, the same complaint is applicable to other portions of the State. I have used various means to lessen the evil, but not with gratifying success.

7. The schools suffer from changing teachers too often. This can only be remedied by awakening and enlightening the public mind on the subject of education.

These hastily penned sentences may suggest to some abler mind a practical remedy for these faults of our common schools.

THE DAY OF REST.—Never was there a more blessed institution than the Sunday, the sacred day of rest from labor. For the soul's health and the body's health of the human race, on at least one day in seven there should be an ever-recurring intermission of daily toil. Thus, let a man attain to the period of three score years and ten, he has gained a holiday of ten years' duration, even if his lot has been labor for the remaining three score years. Let childhood be taught to use, and manhood discreetly use, this blessed breathing time, as a day on which to raise the thoughts beyond the world, not less than for purposes of innocent recreation.

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OFFICIAL DEPARTMENT.

Examinations for State Certificates will be held in each Congressional District of the State, during the first and second weeks of July, by the members of the State Board of Education, as follows :

First and Second Districts, A. M. Gow, at Evansville and New Albany.

Eighth and Third Districts, M. B. Hopkins, at Kokomo and Greensburg.

Sixth District, Dr. C. Nutt, at Bloomington.

Ninth and Tenth Districts, J. H. Smart, at Muncie and Kendallville.

Seventh and Eleventh Districts, W. A. Jones, at Lafayette and Laporte.

Fourth and fifth Districts, A. C. Shortridge, at Indianapolis and Richmond.

The examinations will begin on the first and second Tuesdays in July, in the order in which they have been named.

The Board, at a meeting held September 21st, 22d and 23d, 1871, ordered that there should be two grades of certificates—first and second grades; and that the standard of qualification of each be as follows:

SECOND GRADE CERTIFICATE.

I. Satisfactory evidence of good moral character, certified to by Boards of Trustees who have employed the candidate, or by other reliable persons known to the Board.

II. Superior Professional Ability, ascertained in the manner above indicated, and also certified to by teachers of eminent ability known to the Board.

III. A comprehensive knowledge of the Theory and Practice of Teaching; thirty months of practical experience in the school room, ten of which shall have been in this State.

IV. Scholarship.

1. A *thorough* knowledge of the branches enumerated in the first section of the School Law, Act May 5, 1869.

2. The Constitution of the United States and of the State of Indiana.

3. The Elements of Natural Philosophy.

4. The Art of Composition.

Those who pass a satisfactory examination in the subjects named, and who furnish the testimonials referred to, will receive a Second Grade Certificate.

FIRST GRADE CERTIFICATE.

Those who, in addition to the requirements for a Second Grade Certifi-

cate, shall pass a satisfactory examination in the following branches, will be entitled to a First Grade Certificate :

1. Elementary Algebra.
2. The first three books in Geometry.
3. Elements of Botany.
4. Outlines of General History.
5. Elements of Rhetoric.
6. Elements of Zoology.

The knowledge of these branches can be obtained from the following works, though there are other works that will do as well. These are "mentioned merely to indicate, in a general way, the range of the examination in the several branches :"

In Composition—Day's Young Composer.

In Algebra—Ray, Loomis, or Robinson.

In Geometry—Ray, Davies, Loomis, or Robinson.

In Natural Philosophy—Peck's Ganot, Norton or Wells to Acoustics.

In Botany—Gray's How Plants Grow, or Wood's Object Lessons.

In General History—Anderson's General History.

In Rhetoric—Quackenbos or Haven.

In Zoology—Hooker or Tenney.

Those who desire to attend these examinations must inform the Superintendent of Public Instruction and the member of the Board holding the examination in the district in which the applicant lives, on or before the 15th day of next June, stating the grade of certificate for which they intend to apply.

As required by law, each applicant shall, previous to examination, pay to the member of the Board holding the examination, five dollars.

It is especially desired that those intending to apply for State Certificates should immediately inform the State Superintendent of Public Instruction.

OFFICIAL VISITS.

MADISON COUNTY.

Examiner Thompson has placed the lever of the State questions under the Schools of his county and raised them up out of the mire of most miserable foggyism. He began at the right place to obtain good Schools, selecting good teachers. A good teacher is the only vital condition of a good school. He rejected about one-half of the applicants and licensed the other half. A fresh impetus has been given the Schools of Madison. All spoke to me encouragingly of better prospects.

The Trustees have unanimously agreed to make the local levy for tuition purposes to the extent of the law. This done and the Schools of Madison grow at once to the full length of six, seven and nine months. I predict a better day for Madison. The city of Anderson itself is entitled

to a thirty thousand dollar graded school building. She has my hearty consent to build such a house.

HENDRICKS COUNTY.

On the 27th of February, I met the School Examiner, Mr. A. J. Johnson, and Trustees of Hendricks county, at the Auditor's office in Danville. We had a pleasant interview in relation to the educational affairs of that county. Examiner Johnson informed me that he had licensed, this year, one hundred and four applicants, refused ten, and revoked the license of two. He holds three examinations per month during September, October and November. Visits all the schools, some quite frequently. Commissioners lay no limit upon his time. Feels quite sure he is "elevating the poorer schools" by these visits. Examiner Johnson is in good earnest in his work. . He is the right man in the right place. He has abandoned teaching for the present, that he may give his time and energies to the Examiner's duties. He is practically a County Superintendent. I can and do congratulate the good people of Hendricks in being so fortunate as to obtain his services. Good examiners give good teachers and good teachers give good schools.

The Trustees report their schools as doing very well generally. The county is well supplied with school houses. The town of Danville is greatly in need of a twenty-five thousand dollar graded school building. The average length of the school term in this county is six months—a little more local tuition tax, Trustees, if you please.

BOONE COUNTY.

Here I was doomed to great disappointment. Examiner Foxworthy was on hand in due time but alas: only two Trustees met me. I had a short and not very profitable interview with them. The schools of Boone must "come up a little higher." Things did not run smoothly in the graded school at Lebanon this year. I will look a little closer into the interests of Boone hereafter. I will try again.

CLINTON COUNTY.

The first day of March I visited Clinton county. The Trustees from all parts of the county were out. Examiner Armentrout was present. The interview was in my opinion rather profitable. The subject of Township Graded Schools was pretty freely discussed. All admitted their necessity. Examiner Armentrout is sound upon that subject and made some valuable suggestions. The schools throughout the county have been fair. Mr. Staley has been conducting a very successful school for several years in Frankfort. He supplies many of the District Schools with good teachers. If I can ever have the opportunity I will spend one day in his school. I believe he is fully up to the times. A heavy burden in the form of railroad taxes has been recently imposed upon the people of this county; nevertheless the Trustees will make a local levy for tuition purposes.

M. B. HOPKINS

Superintendent Public Instruction.

EDITORIAL.

STATE CERTIFICATES.

By reference to the Official this month it will be seen that the State Board proposes holding a series of examinations for State Certificates on the first and second weeks in July.

The plan of holding an examination in each Congressional District is certainly a good one, as teachers in all parts of the State will thus be accommodated. We shall be glad to know that at least one hundred teachers attempt to pass these examinations. Every City Superintendent, every High School teacher, and every County Examiner ought to hold a State Certificate.

The standard of the examination is not high, and yet high enough. The person who can pass a critical examination in the branches indicated and *is successful in the school room* certainly should have an unlimited license to teach. We deem it entirely legitimate that teachers who take a pride in their profession should have an ambition to become independent of Examiners and county lines.

It is a great convenience, an honor and a strong recommendation to any teacher to hold a State Certificate.

ETIQUETTE IN THE SCHOOL ROOM.

It is not necessary to report the trite statement that the teacher should be what he would have his pupils be. Most teachers theoretically acknowledge this, and yet their bearing in the presence of the school is not always what it should be.

There is an unconscious teaching which teachers do that has much to do in forming the characters of children. If the teacher is always refined, always polite, always courteous, the pupils will of necessity, imbibe the same spirit and their manners will be modified accordingly. It is worth a great deal to any child to be brought into daily contact with a true gentleman or lady. Good manners should be taught by both example and precept. A great many teachers fail in this regard.

Teachers should not only be courteous toward their pupils but toward persons that visit their schools.

Not long since we had occasion to visit several schools, and could but notice the different ways in which we were received.

One barely nodded the head and pointed to a seat. Another greeted us with a cordial shake of the hand and made us feel that we were welcome. One went directly on with the recitation without offering us a book or making any explanation as to what was being done; another stopped the regular work of the school and spent the time in singing and gymnastics.

One received us kindly, gave us a book and explained in a few words how long the class had been upon that branch of study and what they were now doing, and then proceeded with the lesson as though no interruption had taken place.

It is not necessary for us to say which of these teachers pleased us most. *As a rule* teachers should welcome strangers with a hearty shake of the hand and make them feel that they are not intruders; and as a rule the regular school work should not be varied on account of visitors.

If the two thousand teachers that read these suggestions will make a personal application of them, the next generation of pupils and teachers will be more courteous than the present.

STATE NORMAL SCHOOL.

The present session of the State Normal School is the most successful one in the history of the institution. At present writing (April 23), one hundred and twenty-eight names have been enrolled. When we remember that this does not include the Model Schools, which are full, and that every member of the school is a teacher, as none others are received, we consider this a fair showing.

Our teachers are gradually learning that they do not need to go out of their own State to get first class normal instruction.

The persons that attend this school are generally among the brightest, most enterprising young men and women in the country, and we may depend upon it that the influence of the State Normal School will soon be perceptibly felt throughout the schools of the State.

QUESTIONS FOR EXAMINATION.

Owing to the great number of requests we have for the questions sent by the State Board to Examiners we have concluded to publish them monthly in the Journal. If teachers will take these questions and answer them each month they will find it a most excellent method by which to review the several studies embraced in them, and perhaps no better plan could be devised to prepare for examinations.

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. MISCELLANY.

QUESTIONS FOR THE EXAMINATION OF TEACHERS, PREPARED BY THE STATE BOARD OF EDUCATION, MARCH, 1872.

GENERAL QUESTIONS.

1. Give your name and post-office address.
2. What special preparation have you made for teaching?
3. Do you take or read educational works or periodicals? If so, name them.
4. Have you attended Teachers' Institutes? If not, why?
5. Have you taught school? What grade? How long?
6. What is your age?
7. What is the length of your previous certificate?

GEOGRAPHY.

1. What is the effect of the motion of the earth on its axis?
2. Upon what does the climate of a place depend?
3. Name the five largest cities in the United States, in the order of their size.
4. Name and locate the capes of North America which project into the Atlantic Ocean.
5. In sailing from the Crimea to Albany, New York, through what waters, and in what direction would you sail?
6. Name and locate the principal Mountain Chains of Europe.
7. In what direction from the North Pole is Paris?
8. Give the boundaries of France and locate its principal cities.
9. Name the various bodies of water that surround England and Scotland stating the location of each.
10. Draw a map of Massachusetts and locate its principal cities.

ORTHOGRAPHY.

1. What is a consonant?
 2. To what is final X equivalent?
 3. When has C the soft sound?
 4. When is final Y changed into I?
 5. Give three rules for use of capital letters.
1. Rancid; 2. Criticise; 3. Rhyme; 4. Thievish; 5. Devastate;
6. Carriage; 7. Tureen; 8. Summary; 9. Christendom; 10. Financial.

GRAMMAR.

1. Define Syntax.
2. Give the reason why the distinction is made between Common and Proper Nouns.
3. Write five nouns which do not form their Plurals regularly, and give the rules for the exceptions.
4. Give five nouns that do form the Possessive, Singular and Plural, according to the general rule.
5. Why are the Proprieties of Gender, Person and Number, given to Nouns? Give each separately.
6. Which are the Principal Parts of a Verb, and why is it necessary to know them in every case?
7. Define Tense as applied to verbs, and give the difference in meaning between the sentences, "I wrote the letter," and "I have written the letter."
8. Give five rules for the use of Capital letters, and illustrate.
9. Correct the following and give the reason or rule for the correction, "He had ought to go."
10. Analyze: "The love of country is called patriotism."

HISTORY.

1. What parts of this Continent were discovered and claimed by the French?
2. What was a Colonial Royal Government?
3. What were the causes that led to the Battle of Lexington and what effect had it upon the Country?
4. What was the character of the Government of the United States, preceding the present Constitution and how long did it last?
5. Give some account of the "Whisky Rebellion."
6. Give some account of Aaron Burr.
7. Give some account of the "Fugitive Slave Law."
8. Give some account of General Z. Taylor.
9. Describe the first engagement of the Great Rebellion and its result.
10. By whom and for what term are United States Senators elected?

PHYSIOLOGY.

1. Classify the bones and give their number.
2. What is their use and why are so many of them hollow?
3. Classify the teeth and for what is each class used?
4. Name and locate the parts of the nervous system.
5. Describe the circulation of the blood.

ARITHMETIC

1. What is the local value of a figure? Illustrate.
2. What is a Common divisor of two or more numbers? Illustrate.
3. Define Interest. Principal. Amount.
4. What is Ratio? Give an Example.

5. How many bushels of corn at 75 cents a bushel, will pay for a pile of wood 12 feet long, 12 feet high and four feet wide, at \$9 a cord?
6. Reduce 12 cwt., 8 lbs., 10 oz., 3.84 drs., to the decimal of a ton.
7. Divide 76,283 by the prime factors of 390, and give the true remainder.
8. From four thousand and forty, subtract 20.02, multiply .005, subtract 20, and divide the result by three millionths.
9. What is the amount of \$480 from April 1st, 1866, to June 7th, 1867, at 8 per cent.
10. What is the compound interest on \$200, for two years and three months, at 7 per cent. payable semi-annually?

NEW SCHOOL BUILDINGS.

Delphi is to have a new eighteen-room school house.

Bloomfield in Green county is to have a large new school house.

Bloomington will erect a forty thousand dollar school house the coming year; Huntington one worth thirty thousand dollars; Spencer twenty-five thousand dollars; Cicero ten thousand dollars; and Xenia, nine thousand dollars.

Indianapolis will erect several new school buildings this summer.

The Brookville College, at the close of the present collegiate year, is to be sold to the town for a graded school.

The "University" at Vincennes after this year will assume the more modest and appropriate name High School and become in fact a part of the Public School.

It would be entirely in accordance with our idea of the "fitness of things" for about one half our Western Colleges and Universities to change their names to correspond with the character of their work, and be called High Schools, Academies and Seminaries.

In the April Journal a teacher asked: 1. "What is History?" and 2. "What is the object of teaching United States History?" the following answers have been sent us, and if they are not satisfactory will the propounder of the questions give his own views. One teacher says, "History is a narration of events or facts that have transpired in any country." 2. "To give the youth of our land a knowledge of the facts and events that have transpired in our own country."

Another says, 1. "A record of past events." 2. "The ultimate object is to give our youth correct ideas of their country's past."

THE NATIONAL EDUCATIONAL ASSOCIATION.

The next annual meeting of the National Educational Association will be held in the City of Boston, Massachusetts, on the 6th, 7th and 8th of August, 1872. The forenoon and evening of each day will be occupied by the General Association, and the afternoon of each day by the four Departments—Elementary, Normal, Superintendents and Higher Education. The officers intrusted with the duty of making the arrangements, are making good progress, and a full announcement will be made at an early day. The programme of exercises will include several of the most important educational topics now receiving consideration. No labor will be spared necessary to make the meeting a success.

S. H. WHITE, *Secretary*,
PRAIRIE, ILLINOIS.

E. R. WHITE, *President*,
COLUMBUS, OHIO.

SCHOOL REPORTS OF VARIOUS CITIES FOR FEBRUARY.

			Average No. be- longing.	Average daily at- tendance.	Per cent. of at- tendance or av- erage belong'g.	No of Tardi- nesses.	No neither tardy nor absent.	Name of Superintendent.
Indianapolis.....	5018	20	4345	4053	93.	784	1517	A. O. Shortridge.
Evansville.....	4070	20	3183	3073	90.4	1011	310	A. M. Gow.
Terre Haute.....	2338	18½	2102	2051	94	1041	770	Wm. H. Wiley.
Logansport.....	1447	20	780	794	92.9	272	240	Sheridan Cox.
Richmond.....	1477	20	1345	1275	95	267	511	J. McNeill.
Muncie.....	582	20	510	447	87	20	85	H. S. McBee.
Goshen.....								
Elkhart.....	604	20	551	511	92.7	80	180	J. K. Walts.
Franklin.....	584	20	528	502	85.1	22	403	H. H. Boyce.
Peru.....								
Lawrenceburg.....	706	19	554	531	85.7	26	297	E. H. Butler.
Wabash.....	564	20	524	484	94.3	4		J. J. Mills.
Beymour.....	580	18	371	442	92	97	98	J. G. Housekeeper.
Princeton.....	530	20	302	251	89.5	25	129	D. Eckley Hunter.
Edinburg.....								
Attica.....	551	20	400	370	92.5	47	120	J. W. Caldwell.
Delphi.....								D. D. Blakeman.
Noblesville.....	375	20	297	285	96.3	10	120	Jas. Baldwin.
Franklin.....								
Bushy.....								
Vevay.....	350	20	313	282	90.3	135	93	M. A. Barnett.
Mitch.....								J. P. Funk.
Greensburg.....	559	20	486	467	96	18	292	Chas. W. Harvey.
Brasil.....								
Gosport.....	149	19	125	112	89.1	18	61	B. C. Davis.

We wish once more to urge Superintendents to be prompt and regular in sending in their reports.

THE State Superintendent has given his consent for the people of Anderson to build themselves a new school house worth \$30,000.

ONE of our readers would like to have the following question answered : "How would you begin in teaching geography to small scholars ?" Will some one who has given this subject thought favor us with an answer ?

IN the C Primary Grade of the Noblesville Schools, (Miss Melinda Embree, teacher), with an attendance of eighty-one, there has not been a single case of tardiness for ten weeks, and only *two* cases during the term of three months. Who is ahead now ?

THE Educational Column of the *Laport Herald*, dated April 20th, contains a sensible article on the propriety of teachers exercising all their rights and privilege as citizens. It urges strongly that teachers should write and speak and use all their influence to send to the next legislature such men as will give us improved school laws.

Reader, what are you doing in this direction ? If you are doing nothing, why ?

WE have frequently urged upon our readers the necessity of teaching letter-writing in our Common Schools. We give below one further argument.

PARK. Co.

Mr ——— Pleas Send me a prise list Of yore books I saw yore advertisement in some Coledg Journel and i hav forgot wher But i think yore name is the wone i will reskhit enny how if you ar the man pleas send me a prise list of Sivel engenearing and Surveying iam a farmer But i thought i would like to no smpthing a bout that to ——— yores devotedley

Mr ——— direct yore let-ter to parkvil, park. Co. In.

PERSONAL.

A VALUABLE acquisition has lately been made to the already able faculty of the State Normal School, in the person of Prof. Rush Emery. Prof. Emery is a graduate of the Iowa University—taught in the public schools of Iowa and Illinois for several years, and then went to Germany, where he graduated at the University of Goettengen. He is spoken of as being modest, unassuming and a thorough scholar.

We bid him a cordial welcome to our Hoosier State.

GEORGE H. HUFFORD, is the name of the Superintendent of the Newcastle schools, instead of Hall ; and he has a *live* corps of teachers, instead of a "*corpe*" of teachers as stated in our Official of last month.

PROF. H. BOISEN, of the State University was in the city during the spring vacation. The Prof. will spend some time in attending institutes during the coming summer if called upon. He does practical, good work.

ROBERT GARRISON proposes to hold the Institute for Morgan county in August.

WABASH will graduate its first High School pupils at the close of the present year.

SEVERAL teachers whom we have favored, still owe us for the Journal. A *hint* to the wise is sufficient.

W. P. PHILON, of Laporte has determined to hold his Normal Institute as will be seen by his advertisement.

PROF. GAY, of the State University has offered his resignation—to take effect at the close of the present school year.

W. N. DUNHAM, Examiner of Miami county intends holding a Normal Institute of five weeks beginning September 1st.

ALL the late graduates of the Normal school had good places offered them before they graduated. The demand for *Normal* teachers is almost unlimited.

OUR type last month gave five hundred and seventy-four cases of tardiness in the Elkhart schools, to which friend Walts objects. He says that was the number *not* tardy.

HENRY A. FORD, Editor of the Michigan Teachers, was in attendance upon the late National Sabbath School Convention held here and gave us a call. We found him a very pleasant gentleman. Success to him and "The Teacher."

J. C. HOUSEKEEPER will leave Seymour at the close of the year and go to Connersville. His salary will be one thousand five hundred dollars. Seymour will want a Superintendent, but one thousand two hundred dollars will not secure a first class man.

D. H. THOMPSON, Examiner of Madison county, has given Certificates to only about one half the teachers he has examined during the past year. We are glad to know that a great many Examiners are steadily advancing the *standard* of their examinations.

GILBERT SMALL, Examiner of White county, has talked, and has written for the papers till he has aroused quite an educational spirit in his county. Every Trustee has levied special tax for tuition, and the schools next year will be double what they were this.

PROF. W. T. STOTT, of Franklin College, and Examiner of Johnson county, since the suspension of Franklin College has been appointed to a Professorship in Kalamazoo College, Michigan, and has accepted the place. We regret very much the loss of Prof. Stott. He was one of Indiana's truest men and best educators.

J. J. MILLS, Superintendent of the Wabash schools, I. F. Mills, Principal of the High school and several of the teachers of the lower grades, also Mrs. Evans, Miss Maggie Purdum and some other of the Kokomo teachers spent a part of the spring vacation in visiting the Indianapolis schools. They expressed themselves well pleased with much that they saw.

BOOK-TABLE.

SUNDAY SCHOOL CONCERT BOOK. Indianapolis: J. H. V. Smith. Price, 60 cts.

This little book is intended for use in Sabbath School Concerts and Exhibitions. The design of the author is to arrange exercises of harmonized Scripture texts, by which the principal teachings and illustrations of the Bible on select and important subjects may be presented to an audience in a connected and attractive manner.

There are twelve exercises arranged—one for each month in the year. The selections for singing and declamation are good.

Sunday School Superintendents and teachers will be interested in the book.

HENDERSON'S TEST WORDS IN SPELLING. New York: Clark & Maynard. Price 25 cents.

We have never found a better selected class of words than I find in this little volume. It is especially adapted to use in high schools and in teachers' institutes. We most heartily commend it.

"Our Young Folks," Published by Fields Co., Boston, is the best paper for boys and girls that comes to our table. Teachers cannot do a better thing for their pupils than to encourage them to subscribe for and read this or some other good juvenile paper.

SCRIBNER'S MONTHLY, comes to us filled as usual with good articles. "Back Log Studies" is the title of a series of papers now being published by Warren. They are attracting a great deal of attention and are much praised.

DIPLOMAS.

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INDIANA SCHOOL JOURNAL

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COMPULSORY EDUCATION.

BY D. D. LUKE.



WHETHER parents should be compelled to educate their off-spring, is a question now agitating the minds of many of our ablest educators; and if we are to judge from the actions of several States towards that end, the day is not far distant when it will assume a more tangible form in Indiana. Let the question then be thoroughly discussed, that it may be fully understood by all whom a step toward compulsory means would affect. It seems to me that a compulsory system of education is, at present, not only uncalled for, but impracticable and derogatory to republicanism. Is it true that our government is weaker to-day than it was fifty years ago? Have we a greater ratio of illiteracy now than we had then? Are our schools less effective now than when our grandfathers went to school? Have not our public schools kept pace with the great strides of civilization?

The tenor of these interrogatories must be admitted, if we concede that we are no longer capable of making further progress in the great work of education without resorting to compulsory laws.

The State can provide means for educational purposes, but because of the power vested in it to make such provisions, it does not follow that it has a right to compel its citizens to accept and benefit by such provisions.

The State can not create schools; that is left for the people to do. The people have made the schools and the State what

they are, but have not by so doing delegated to the State politic any right to infringe upon their sovereign will. A man can provide his horse with water, but can not make him drink it if he will not. The State in like manner can tender her citizens that which is for their good, and without which they can not thrive, but has no power to make them accept the proffered aid, if they will not.

It has been said by one high in authority that the development of the morals of a State depends upon the religious element in the State. If so, and our children "belong to God and humanity," religion forms by far the most important part of the child's education. Where there is religion it assimilates itself among the masses and prepares them to resist the vices of humanity. It is vice that is the chief cause of the decay of governments, and not illiteracy. But some say education ameliorates vice and thus is of itself a formidable barrier against its evils.

The records of the past, however, teach us that education without true religion is a source of vice and a fountain from which the poison exudes that impregnates the vital power of the State to the ruin of her people.

Greece in her greatest glory was renowned for her great learning and universal education; but her vices amidst her greatness sapped the life-blood of the heart of State and left her a bleeding corpse at the shrine of her philosophy. The church, then, is co-extensive with our schools.

The State depends upon both for its character and strength. Neither can be omitted without doing violence to both God and humanity and the general welfare of the State.

In the workings of these two educational elements unity and harmony should prevail. It is difficult to preserve harmony, and limit or extend either, by any prescribed rule that might tend to curb the will of those directly interested in the highest attainments of each element. The reciprocal relation of schools and religion forbids interference by State enactments. Should the State enforce a compulsory law in our school a change by correlation would be wrought upon the religious community. The State has no religion and knows no religion. It can not introduce into the schools that which it has not; neither can it compel a Christian to patronize a school that knows no reli-

gion; for that would be doing violence to his conscience. It could not create parish schools; for that would be indirectly connecting the Church with State. How, then, can it compel parents to send to the public schools and remain consistent with republicanism? The State was made for the people, not the people for the State. The schools were created by the people for the people, and not the people for the schools. The people have made them what they are. Great reform in the system has been wrought by the people without the aid of the State. Are they now incapable of further progress without a compulsory law? If they are, we have no need of any legislation to make them more progressive. Progress can not generate from laws, but must emanate from the people. It seems to me just as practical to legislate church attendance as to make school attendance compulsory. Both are for the general interest, if God and humanity are inseparable in the great work of developing the moral character of the State.

What we want is not a compulsory law, but better and more commodious buildings and more efficient teachers. It would certainly be an outrage upon a civilized community to force them to patronize a certain class of teachers employed in these schools. I believe that statistics would show that in communities where they have good buildings and good teachers that the majority of the enumerated pupils attend school regularly, and the per cent. of absence would in that case be frequently forced to embrace those that can not go to school for want of pecuniary aid. A compulsory law would deprive parents who are unable to support themselves without the aid of their children of that assistance necessary for their support. To meet such difficulties—and I apprehend they would not be few—under a compulsory law the State would be compelled to organize a commissary department for the benefit of the poor who otherwise could not send their children to school. A school compulsory and commissary law would no doubt be quite an ornament to civilization in a Republican Government.

AMONG the Jesuits it was a rule, after two hours of study, that there must be some relaxation, however trifling. Shrewd people, these Jesuits, and worthy of imitation in this age.

SPELLING—A LESSON FOR THE NORMAL SCHOOL.

BY W. WATKINS.



PELLING! Slates! Miss Barnitz, please take the Black-board. Write!

- | | | |
|--------------|-----------------|--------------------|
| 1. Japan', | 8. Khorassan', | 15. Rapidan', |
| 2. Fezzan', | 9. Matapan', | 16. Powhattan', |
| 3. Deccan', | 10. Martaban', | 17. Hindustan'. |
| 4. Soudan', | 11. Andaman', | 18. Afghanistan'. |
| 5. Bhotan', | 12. Astrakhan', | 19. Turkestan', |
| 6. Teheran', | 13. Kordofan', | 20. Beloochistan'. |
| 7. Ispahan', | 14. Yucatan', | |

We are improving; at first we were five minutes in writing twenty words. These are all neatly and legibly written in three minutes, but we shall not be satisfied till we can do it in two. Miss Barnitz has, very properly, placed the words in columns of five each for easy correction.

How many agree with her spelling of the first five? None? How many differ upon Bhotan? All? Copy the word from the board on a vacant space. It is correct.

How many differ from spelling of next five? How many upon Khorassan? How many on Teheran?

Miss Barnitz has them right.

Correct. Next five.

Miss Orr—I have Astrachan.

That is very common, but Astrakhan seems preferable.

Mr. Ritchie—I have a c in Kordofan.

That will not do. The next five words?

Miss Lawton—I have but one t in Powhattan.

It is found that way in some histories, but the spelling given is more common.

How many differ on Hindustan? Hindoostan and Hindostan are both allowable, but some of the most learned modern writers sanction our spelling also Hindu and Hindustan.

Is any one wrong upon Afghanistan? One. Correct.

We have now corrected all our errors; those who have spellings which have been pronounced allowable need not report them as errors. How many are right throughout? How many have

one error? Two? Three? Those who have more than three should be very careful or they will not learn anything. We can easily learn to correct one or two errors, but where there are a great many we must bring great steadiness and zeal to the task or we shall not learn to correct any.

But, unless these words represent something to us, all this is idle. A word is the sign of an idea. Let us reflect upon these words. Read them in concert.

Again: What do you see about them?

"That they are all proper names; mostly geographical names. All end in an, and are accented on the last syllable."

Very well. Now what idea does the first word bring to your mind?

"Miss Ball: The island-empire east of Asia."

Second word?

"Mr. Martin: The great oasis of the Sahara."

Yes. It brings up the wells of water, the palm trees and the sweet rest to the exhausted caravan.

Third word—Deccan? No idea? Well we must find that out. I have a special use for that idea; see that it is ready.

Bhotan? I am not surprised. It is less important than the other, but I assign it for study. You will find that it is a word of various spelling.

Teheran? "Miss Porter: The capital of Persia."

Ispahan? None? Assigned.

Khorassan? "Miss McAdams: I have read a poem called the Veiled Prophet of Khorassan, but I don't know where Khorassan is."

It is a province of Persia.

Matapan? "Mr. Shafer: The most southerly point of Europe."

Martaban? "Miss La Tourette: A gulf south of Asia."

Andaman? "Mr. Phillips: A group of islands partly inclosing the Gulf of Martaban."

Astrakhan? "Miss Turney: A large city near the mouth of the Volga."

Kordofan? "Miss Morris: A district of Africa on the upper Nile."

Yes; hardly any word calls to my mind a picture of vice and depravity so shocking and loathsome.

Yucatan? "Mr. Richter: A peninsula of N. A."

Rapidan? "Miss Breeding: I used to read about it in war times; it is a river."

Well, I will assign that.

Powhattan? "Miss Hutchinson: It makes me think of the story of Capt. Smith and Pocahontas."

Yes; Powhattan was a king full famous in story.

"Miss McAdams: Mr. Watkins, I don't like that pronunciation, I hate it. I will teach my pupils, as you say, if you so direct, but, for myself, I shall always say Powhat'tan."

Very well; it is not my purpose to force a pronunciation upon you, but only to show and teach what has been authorized by custom. You would no more say Powhat'tan after finding that all the world says Powhattan, than you would wear your grandmother's bonnet to church, and for the same reason—that we can not afford to be out of the fashion.

The words Hindustan, Afghanistan, Turkestan, Beloochistan, are so well known that they cannot fail to suggest ideas.

You may now read the list in concert. Again. Erase everything from slates and board. Reproduce as many of these words as possible from memory.

How many have all? Nineteen? Eighteen?

Miss Clough, let me examine your slate. All are correct and in order. Please copy them upon the board. Class copy the words from the board into your little books.

Done? Very well, we have been so prompt that we are still within our limits.

As we are teachers, let us reflect a moment upon the object of this lesson, and what we have done.

First. We have learned to spell twenty words, most of them important geographical names. We are not done with these words, they will frequently appear in review lessons during the month. What we have learned to-day will be confirmed and strengthened by repetition.

Second. We have connected the words with the things which they represent—this is a double gain—equally profitable towards spelling and geography.

Third. The real purpose of this lesson is to draw your attention to a large number of geographical names accented on the first syllable, and by means of classification, familiarity and rep-

etition to fix in your mind the type and to attune your ears to correct pronunciation. I did this indirectly. "Being crafty I caught you with guile." In the last half hour I have made an impression upon your minds that is already "a part of your being beyond your control."

MIDDLETOWN, Christmas, 1871.

THE USE AND ABUSE OF TEXT-BOOKS.

BY MRS. LOIS G. HUFFORD.

(Concluded.)

It is a very common mistake, especially in the country districts, for students to measure their knowledge of a subject by the number of times they have "gone through" the book. Doubtless most teachers have often been compelled to offend the self-esteem of pupils by requiring them to review what they had supposed they already knew well enough, but of which upon examination they proved themselves to be ignorant. It always "pays" to be thorough. No teacher ever should permit classes to leave one subject until they have mastered it. The real progress of a class can not be safely estimated by the number of pages passed over in a given time. It is far better to teach the subject-matter of fifty pages so that it may be understood and remembered, than that of one hundred pages in a careless, superficial manner. No one, who "bolts" his mental food until his mind becomes habitually dyspeptic, can ever make a thorough scholar.

Students should be taught also that authors are not infallible, and that they must not be trusted implicitly. In order to do this the teacher must be able to show the class that his own knowledge is not limited by the text-book. He must be able to give the various opinions of different authors, and to lead the students on to form independent opinions of their own. This may be done with especial profit in taking up mooted questions in Grammar.

Again: To be highly successful, a teacher must be able to vary from the *method* prescribed in the text-book, and also to follow a different order in presenting the various topics, if in his judgment it is better to do so. In short, he must infuse his own

energy into the otherwise lifeless language of the text-book. There is great danger that recitations will become mechanical if they are confined to the text assigned to be learned. Those teachers are most successful in interesting pupils and in imparting instruction, who tell their classes a great many facts not to be found in the book, but suggested by the subject itself or coming incidentally. When this is done, however, in order to derive the greatest amount of benefit, the pupils should be required to number what is told and to repeat it at a subsequent recitation; showing them that these facts are given for their information, not for their amusement only.

In connection with the teaching of history, geography and natural studies, it will be found a very useful exercise to require pupils to look up facts for themselves of current or historical interest. Then let them impart such information to the other members of the class at the recitation. They will thus be trained habitually to the habit of acquiring general information, without which a man or woman must often appear to be very ignorant, though ever well versed in mere school-book lore. In short, the text-book should be so used as to teach students that they are at best limited, and that their chief use is to give us a glimpse of vast fields of knowledge lying further on.

Young pupils are often inclined to learn their lessons for the recitation only, seeming to think that the object of study is to *rite* rather than to *know*. I have often received the reply, "it is not in the lesson to-day," when questioning a child upon what he had learned the day or the week previous. Teachers can overcome this evil tendency in their pupils by giving them to understand that they must be ready at any time to recite the substance of all that they have learned from the very beginning of the subject. In order to accomplish this end, however, it is necessary to spend a little time at nearly every recitation in questioning the class upon what has been learned previously. By following this course we do away almost entirely with the necessity of stated reviews.

To sum up this whole subject very briefly, text-books should be used as a *means* subordinate to the great *end* of study—the knowledge to be gained through them. They should always be regarded as tools in the hands of the skillful worker; that the knowledge built up in the brain may stand firm without tottering when the book props and staging shall be taken away.

TWO HOURS IN A KINDERGARTEN.

BY EDWARD TAYLOR.

WHILE in the city of Hamburg I saw a door over which was the single word "Kindergarten." I had seen something of higher education in Prussia, and now saw something of the lower. Sitting upon the little forms, and engaged in a peculiar rhythmic exercise, were sixty-two children, or rather infants, from three to seven years of age. No books whatever were visible. Each child was furnished with drawing materials, and on many desks were variously cut bits of tin. Little squares of blue perforated paper and yellow crewel, slips of wood fibre, and the various geometric solids were stored away for use; and the shelves placed the animal, vegetable, and minerals under contribution.

None of the children could read, and many could not talk plainly. No effort was made to teach them the "mystical lore" of books. This child-garden seemed no place for tasks and work, but only for play—for spontaneous play so systematized and directed by an adult as to furnish valuable discipline to mind and body. One could readily see that the children were getting, through the testimony of the senses, the foundation of all knowledge, an accurate acquaintance with the external world of matter. Happy in the guidance of a sympathetic and skilled teacher they were getting naturally and easily what they otherwise would have got with many a blunder, or never got at all. They were discriminating colors, hues and tints; were learning the forms, measurements, distances and properties of bodies; were passing judgment on the uses, construction and adaptability of organs in the vegetable and animal kingdoms. They were making models, drafting plans, developing their muscles by calisthenic concerts, learning the "music of motion" by such marching as would rejoice the strictest drill-master in the realm, and practicing the "symphony of sound" by the utterance of cossetting songs, and by the unstrained, improvised melody of children and birds.

This Kindergarten seemed to be really a nursery where, by systematic training, all the right powers of the being were developed in a just order and proportion. It was simply a supplement to natural processes. There being no infliction of tasks

her mental or bodily, and light athletic sports alternating with more sedentary employment, there seemed as little probability dwarfing the body as of stultifying the intellect. And, on the other hand, if nature's processes are safe, to teach a boy to make full and intelligent use of his body, and to know much of the natural world, at a time of life when every faculty is alive to sensuous impressions, can not tend to produce a dangerous pre-eminence of mind.


But this training seems not only harmless but very valuable, and very direct in its uses in life. The viciousness of street children is proverbial, and chiefly because of their hap-hazard, haphazard, haphazard development. Again, every one who has remarked the meager results produced by those who teach the nicer mechanical arts and trades to young apprentices, can testify to the importance of senses trained to accurate observation, and of fingers and hands skilled in delicate manipulations.

You who sit with self-congratulation in the high places of pedagogy, what would you not give to see in your own pupils the amazing eye of intelligence, and the calm consciousness of vicissitudes won which I saw in the faces of these infants! We can say that education begins in the school-room; but rather with the first darting of the eye in infancy, and the first flushings of face from an alert curiosity. At the legal school age our children might be such philosophers in their knowledge of natural objects, and so expert in the management of their bodily powers, as to put our wrinkled cheeks to blushing. A child must grow and learn, and that with unexampled rapidity; and were it possible to arrest the desire for sensuous impressions, he would never enter the school-room, when the State admits him, a driving force. But systematize his culture, follow the course of natural development, lend the guidance of sympathy and skill, and in due time he will pass from the exclusive study of things to the study of books with an awakened interest and an unfeigned devotion to mental pursuits.

LIFE is divided into three terms—that which was, which is, which will be. Let us learn from the past to profit by the present, and from the present to live for the future.

THE NEW GERMAN EMPIRE.

BY PROF. RUSH EMERY.

HAT is the area and population of France and the German Empire? An accurate answer to these questions is a difficult matter to most of our students in Geography, owing to the recent changes, resulting from the Franco-Prussian war, and not yet given in our text-books. It is well known that by the conditions of the treaty of peace which closed that war, France ceded a considerable tract of territory lying upon her eastern border to Germany. Knowing the area and population of the territory thus ceded, we can readily calculate the present status of France from the tables published in our geographies by a simple process of subtraction.

The matter is somewhat more complicated in the case of the German Empire, because this new power consists of quite a number of States, previously more or less disconnected, the "North German Confederation," with Prussia as its leading member, being the most prominent.

The following statements are arranged from one of the most reliable of European geographical periodicals—*Petermann's Geographische Mittheilungen*—and it is hoped, may aid the student in obtaining a clear view of the nature and extent of the recent changes, and of the present rank of Germany and France. We may obtain a good idea of the territory ceded by France to Germany by comparing the boundaries between these countries before and after the recent war. The old boundary began at Basel, Switzerland, followed down the Rhine to the point where this river is crossed by the forty-ninth parallel of latitude, thence in a north-westerly direction to its termination at the south-eastern extremity of Luxemburg.

The new boundary—not yet given in most of our atlases—begins at a point on the border of Switzerland twenty-eight (statute) miles west of Basel, and runs a little beyond latitude $48\frac{1}{2}$ in a direction nearly parallel to the Rhine. The breadth of the territory thus bounded by this part of the new boundary upon the east, and by the old boundary, or Rhine, upon the west, is from twenty-three to thirty-five miles. From the point last mentioned, the new boundary runs in a north-westerly direction until

reaches a point seven miles west of Metz, whence it pursues a northerly course until it strikes the southern border of Luxemburg seventeen miles further west than the old boundary line.

The area of the territory thus included is 5,822 (English or statute) square miles. The population of this territory is 1,638,446. The present area of France is 203,840 square miles; its population, 36,428,548.

The German Empire comprises all the former German States lying north of Switzerland and the Austrian Empire, as also the newly acquired French territory. Its present area is 210,495 square miles; its population, 40,148,209.

In regard to area, the rank of the prominent European countries, beginning with the largest, is relatively as follows: Russia (in Europe), Sweden and Norway, Austrian Empire, German Empire, France, Turkey (in Europe), Spain, Great Britain and Ireland, Italy.

In relative population they stand: Russia, German Empire, France, Austrian Empire, Great Britain and Ireland, Italy, Turkey, Spain, Sweden and Norway.

STATE NORMAL SCHOOL, Terre Haute, Ind., April 15, 1872.

"NO: YOU CAN'T HAVE ANY."

"Go away, naughty dog,
Go away, go away!
For something to eat
You come every day."


"Is that my little boy," said Arthur's mamma,
"That refuses a morsel of supper to share?
Suppose that mamma to Arthur should say,
'Go away, naughty boy, go away, go away!'"

"Dear Fido! just see now, how loving he looks,
How he waggles his tail, and patiently waits;
Then he puts up his paws, as if he would say,
'Just one little bit for poor Fido to-day.'"

THE most delicate, the most sensible of all pleasures, consists in promoting the pleasure of others.

EUROPEAN NOTES.

BY MRS. J. G. KINLEY.

ROM Venice we went to Bologna, famous for scholars, artists and Bologna sausages. It is one of the oldest and most important cities in Italy, and is situated between the rivers Reno, Aposa and Savena, at the foot of the Apennines. It contains about ninety thousand inhabitants, and was founded by the Etruscans. In the world of art and letters Bologna has been conspicuous, and the old University, founded in 1119, was the most celebrated in the world. In its world of art we read the names of Domenichino, Guido Rene, Guercina and other stars that once shone in Italian skies.

True to my woman's curiosity and spendthrift habits, I could not leave this old classic nest without making a purchase of something, and as my funds were too meager for picture buying, I concluded to buy a sausage, hoping that the *trichina spiralis* had not yet learned Italian. It was a sad investment, for I had not yet learned to eat such a conglomerate of horrible, indescribable flavors, overtopped by garlic, as the sausage possessed, so I quietly threw it out of the car window, aiming it at the head of a beggar, who, I hope, appreciated the gift.

On our route to Florence we passed over and under the Apennines, and so vast were the tunnels we explored, and so vague were our conjectures as to the prospect of ever again seeing daylight when once in the darkness, that I fairly wished the top would cave in, or the bottom fall out, just to let in a little light and air. The old Diligence route over these beautiful mountain passes was far pleasanter, but even in Italy, pleasant leisure has to yield to uncomfortable haste. So, to shorten time, we went through these mountains, inhaling suffocating smokes, instead of going leisurely over them, breathing the pure air of the mountain summits, and enjoying the extended and varied views of the surrounding country.

Arriving at Florence, we hastily dined, ordered a carriage, and drove out through the Pinte Gate to the Protestant Cemetery, where rest the remains of Theodore Parker, the Scholar, the Reformer, the Philanthropist. As I stood by his grave, in fancy I saw him in Music Hall, Boston, modestly standing before

an audience of three or four thousand people with the purity and liveliness of life radiating from his noble brow, with the gentleness of sympathy and love playing over his manly face, with uprightness and determination to battle with wrong and ignorance, curving his lips, and over all the indescribable radiance of a living, indwelling, present and abiding faith in the "brotherhood of man and the Fatherhood of God." Surely, I said, he was a model teacher whose great soul embraced all humanity, and whose grand life will loom up, as the years roll on, into a beautiful type of perfected manhood. His great, generous heart lies buried here in Florence, but his teachings will live and vibrate through the coming ages.

We extended our ride to Fiesole, about nine miles from the Porta Prati Gate, to see the fine old Etruscan ruins there. It happened to be a Festival day of St. Francisco, and everybody seemed intent on making more noise than his neighbor. Perseveringly they played in pipes made of straw, shouting, laughing and singing with the utmost jollity. St. Francisco must be a mirth-loving saint, by the noisy demonstrations made in his honor. One thing specially noticeable was the absence of any kind of drunkenness or misrule. While all were intent on having a good time, it seemed rather the sport of children than the rowdy rollicking of more elderly sinners.

Returning to Florence, we slowly descended the high hill, upon which stands Fiesole, and drank in the charming views of Florence and its suburbs. Before us glowed the setting sun, and we watched his going down with wondrous delight. Glorious, beyond description, are the Italian sunsets, and this was one of more than usual splendor. Softly the golden rays lingered upon the fleecy clouds after the royal king had disappeared below the horizon, and every tower and spire was repeated a thousand times in the rippling waves of the beautiful Arno. After supper we rolled out on the Cascine to see the fashions. This is the finest drive and promenade in Italy, and the nobility and fashionables are out at the sunset hour, either to ride or walk. Fine horses, richly dressed men and women, and showy equipages kept up a lively commotion until a late hour. The next morning we started to visit the churches, and our first stop was at the door of San-Croce. This church contains a monument to Dante, who was Florentine. Over the main entrance are the original letters

I. H. S., placed there by St. Bernadino, of Siena, who invented them in 1437 after the plague, to denote the name and mission of Jesus—*Jesu Hominum Salvator*.

I cannot enumerate the churches visited, and in them we found many of the finest works of art. Everywhere we saw the Medicean coat of arms, the inevitable five balls, even in the Pitti Palace itself. The Official Gallery has the finest collection of art-works in Florence, and many rare and valuable paintings are among its treasures. Florence is said to be the most beautiful city in Europe, and it certainly is a very handsome city.


Our next trip took us to Pisa, and of course our first move was to see the famous leaning Tower. It is a marvel how it can lean so much and not feel constrained to lean a little more, just enough to tumble over. In my judgment it was not built so, but the ground has yielded on one side. As you go into the main entrance you will see a slab in commemoration of Galileo, who was persecuted and finally died in an Italian prison for discovering and asserting the earth's motion. "Verily the world does move," I said, as I read this tablet to his honor in the very Tower where he made his observations and discoveries. Near the Tower is the Campo Santo. The ground is formed of dirt brought from Mt. Calvary after the taking of Palestine from the Christians by Saladin. The Cathedral is a very fine building, and contains the lamp which, by its swinging, suggested to Galileo the theory of the pendulum.

THE PRICE OF SONG.—Some of our readers may not be aware of the extravagant salaries paid by managers to the distinguished singers who have traveled in this country. People pay higher prices for amusements than for anything else, and with less complaint. Strakosch has paid Nilsson \$22,000 for twenty nights. Carl Rosa has the honor of paying Wachtel \$30,000 for twenty nights. Barnum examines his old ledger and discovers that he paid Jenny Lind, the Swedish Nightingale, \$208,675 for ninety-five concerts, in 1851—an average of \$2,196 per night, or \$43,920 for twenty nights.

It seems astonishing that managers should make money after paying these salaries, but they do. Barnum received an average of \$4,496 per night for the Lind concerts, the receipts for a single evening reaching the magnificent sum of \$17,000.

TEACHERS' AIDS.

BY W. P. PHILON.

HANKS to the devoted men who are now occupying the positions of leading educators in our State, Indiana has begun to move rapidly on her march toward a higher plane in educational matters. Old abuses, when not entirely removed, have been checked. The machinery by which the State protects herself in her most vital point—the education of her children—is being completely overhauled, the weak parts strengthened or rejected, the rust rubbed off, and the whole thoroughly oiled.

To drop metaphor: the action of the State Board of Education has enabled the County Examiners throughout the State to attempt to bring the teachers to a uniform standard, thus doing away with the necessity for the fact that a man with a twenty-four months' license from one Examiner could barely obtain a six months' license from another.

Many teachers are fainting and dropping out by the way. All who have undergone the examinations of the past year are convinced that some action on their part will be necessary if they at all expect to hold their present positions in the field, and much more if they expect to go any higher. It is pertinent, then, to ask the question: "What are the aids which will enable a teacher already in the field to progress?" We answer: 1st. The Normal Drill of Institutes. 2d. Observation by visiting other schools. 3d. Reading and study in this particular direction. We have named these in their relative importance as means of cultivation. We only propose to discuss the first in the present paper.

Allow us to premise at the start that we do not expect our remarks will be of any benefit to the boy who teaches because he must do something for his board and clothes during the winter, and teaching is the only business in which he will be allowed to cover up his blundering boarishness. Neither do we expect to gain the attention of the girl who, intent on a new Dolly Varden, takes upon herself the drudgery of a few weeks in the school-room to attain it. We have not the slightest desire to help them, no not with the tip of our little finger. But to those who love

the work, and are looking eagerly forward to the time when they can live by the altar they serve, to them we address ourselves.

In reply to the question "What are the benefits of an Institute," we answer, the benefit that men obtain by mingling with those of like feelings and sympathies with themselves. This mutual interchange of thought brightens up our ideas wonderfully, when the feeling that we are not alone in our endeavors to benefit the race stiffens up our flagging energies and gives us daring and dash for new enterprises. We also measure ourselves by the merits of others, and thus dissipate the tendency to the big-head, a complaint so common to our profession. Often at Institutes friendships are begun which affect for the better the whole tenor of a man's after life. To know men is the highest, best knowledge.

It is often urged that the teaching at Institutes is not practical. That work adapted for graded schools will not fit the District schools. The grand principles which underlie all instruction, are the same everywhere. The teacher who can not adapt hints to circumstances, has mistaken his vocation. Again, as teachers knowing what we want to do and to remember, we can accomplish a hundred fold more than any other class of pupils in the same time. Then the drill of the Institute is free from the conventionalism of scholastic rules and routine. There is no red tape.

Every teacher owes it to himself, his patrons, and his profession, to attend Institutes, either to let his light shine or wait for the illumination that will and does come to those who earnestly seek after truth. These remarks apply especially to the yearly five days' Institutes, and much more to those of longer session. The benefit increases almost in the ratio of the square of the time. Let us urge upon the teachers everywhere throughout the State that it is of the utmost importance for them to foster and encourage these special opportunities for their advancement by every means in their power. Remember, you may be able by the burnishing you receive at such a place to raise yourself fifty per cent. in your position. Such opportunities are not to be lightly trifled with, nor frittered away, if you expect to advance in your profession.

WOMEN are now admitted to fifty American Colleges.

PRACTICAL HINTS.

BY E. O. VAILE.

FIRST. Teachers often make a mistake in the correction of errors, especially among younger children. It takes so much labor to keep a class up to that pitch of interest necessary for the prompt detection of errors, and so much time to lead pupils to the discovery of errors, not seen at first, that teachers find it easier to correct errors themselves, and, with a remark or explanation, pass on. But such a course is injustice to the pupils. Let them discover and correct each other's mistakes. If they hesitate stimulate them to make the attempt, and give a due portion of praise to every worthy effort though unsuccessful. Let it be the aim of teacher and taught to see how little can be left for the teacher to say. But after the correction is made, all is not done. The pupil who made the mistake, and all who would be apt to make it, should be called upon to repeat the correction. This point ought never to be neglected.

Second. Much of our instruction is weak, and fails of its highest object, from the fact that we so seldom expect anything from a child, except what it has directly heard from others. We too often have before our minds the question, "How much do my pupils know?" and not, "How much do they think?" Thinking power and its cultivation should stand first; knowledge and its acquisition, second. Every recitation comes short of its highest end, if it fails to lead the average pupil of the class to make an inference for himself, or, upon his own judgment, to derive a principle, though it be a false one. Do not be afraid to ask questions outside of the lesson. It is well sometimes to presume that the lesson is prepared by all, and to follow a different channel altogether. Accustom your pupils to scout in advance or upon either flank of the main column. Brevet him who can go out the farthest without being captured by error. If a visitor or principal happens to ask your class a question bearing upon the subject in hand, but which you have omitted, see that your pupils are not inclined to look up at you with a look that plainly says, "We have never been told that." An inclination to reply in that way, does not speak well for the character of the instruction; unless it be a question of fact, and not a matter of inference,

which is addressed to them. On the other hand, do not try to anticipate every possible question that can be asked. You can not do it; and if you could it would not be to the interest of your class to do it. Leave something for them to try their strength upon. It is a good plan, if you intend to have a written examination of your own class, and to prepare the questions yourself, to leave some points entirely untouched, as you are passing over the subject, that they may be tested upon something new, or at least upon something in an entirely new shape. Avoid, as much as possible, questions which you know have been asked. But be prepared for a low average standing of your class. Upon a genuine examination of that kind, an average of sixty per cent. is better than ninety per cent. upon questions that require only the exercise of memory.

Third. It is a bad sign for all the questions in a recitation to be answered without hesitation. The child either answers without thought, or the questions are such as need no thought. In either case the great essential of a good recitation is omitted. Time consumed by the hesitation of a pupil over an unthought of question, is not wasted by any means. Give plenty of time when you see that interest is awakened; and discountenance the too frequent and evil habit of answering without a proper comprehension of the question. Do not accept an answer that lacks the impress of thought; and do not fail to commend an answer, though it is wrong, if it is sustained by reasons.

Fourth. To whom shall such questions be addressed? It is a waste of time to direct them to the dullest. If to the "smart" ones, they generally will be the only ones to receive the benefit of the exercise. The question may be proposed to all, allowing none to answer until all have had time to think. Then of those interested, and ready to answer, call upon the one who you think is least likely to get it correct. If he fail, call upon the one next above him in the scale, and so on. Do not be too ready to confirm any answer. If possible, pretend to incline to an opposite opinion. Let them argue among themselves, and with you. See that their opinions are well founded, before you agree or disagree with them. If they are right, commend without making them conceited. If they are wrong, lead them to correct themselves if possible. If it is not possible, explain carefully and with pleasure; and be very patient, and let your respect for them be heightened, if they persist in their opinion.—*Ohio Educational Monthly.*

THE UNEDUCATED SCHOLAR.

BY J. W. MARTIN.



THE cases of actual paradox are few, but among the number there is one which occasionally comes under our observation, and which is of such a nature that it appears pertinent occasionally to make it the theme of remark. It is not one apt to elicit words of encomium from those who notice it, but rather one we should endeavor to avoid exemplifying.

There are some persons who devote the greater part of their lives to the search for knowledge, and who, to a considerable extent, acquire the lore of the past and the present, but in such an unsystematized mass as to render it almost useless to themselves. Literary acquirements without any methodical arrangement certainly afford little benefit to the individual himself, or exert any salutary influence in society.

There are certain requirements, certain qualifications requisite to constitute a *scholar*. But there are still others necessary to render a scholar *educated*. The affirmation, that a person may be a scholar and not be educated may seem absurd to many. A *scholar* is one whose mind has been stored with matter collected and thrust upon him, as it were, from without. The *educated man* is one whose innate capacity is developed and drawn out by scholastic or other training. The difference affords a significant antithesis. The acquirements of the former terminate with himself. He is the reservoir receiving into his ample bosom the stream that comes dashing from the mountain, and the drop that trickles from the rock. But there it stops; it has been merely received, and there being no outlet stagnates. On the other hand the truly educated scholar is not only a receptacle of knowledge but has cultivated the faculty of drawing out and using the material collected from different sources. He is trained and developed. He is the spring welling up and bubbling over to refresh mankind. The uneducated scholar may be one who has not only violated Hygienic laws, one debilitated in constitution, without that muscular development and bodily activity necessary to endure the unavoidable exposures of life, "and the thousand natural shocks that flesh is heir to," but one deficient in many other respects. Of what use is learning without such training of the

faculties as may enable us to employ that which is general in the store-house of the mind. He who is but a scholar has the theory, but is utterly incompetent to carry into practice. He lacks that discipline which tends to train up to a healthful and graceful activity the mental and bodily powers—that which will give a full command of every faculty, both mental and physical—which will call out all the powers of observation and reflection—that which will present objects of judgment and habits of conduct conducive to his own happiness and the welfare of the community in which he lives. Without such development the scholar fails to accomplish his mission among men; to exert an influence in society or to be any real benefit to his fellow beings. The demand calls for men of education, not those whose erudition is immured in the narrow limits of the study, but active, energetic men, possessing tact and the ability not only to store their minds with the lore of the past and the present, but those who have cultivated the faculty which gives them the power of making drafts from the receptacles of the mind, and using them in a way beneficial to the public. The scholar's aim, then, should be, not only to acquire knowledge, but to give attention to those faculties which will enable him in his intercourse with the world to call into requisition and bend to practice what he has gained from books.

WE earnestly entreat every young man after he has chosen his vocation, to stick to it. Don't leave it because hard blows are to be struck, or disagreeable work performed. Those who have worked their way up to wealth and usefulness, do not belong to the shiftless and unstable class, but may be reckoned among such as took off their coats, rolled up their sleeves, conquered their prejudices against labor, and manfully bore the heat and burden of the day. Whether upon the old farm, where our fathers toiled diligently, striving to bring the soil to productivity; in the machine shop or factory, or the thousand other business places that invite honest toil and skill, let the motto ever be, "Perseverance and industry."

THE largest insect known—Humbug.

OFFICIAL DEPARTMENT.

TO THE SCHOOL EXAMINERS OF INDIANA.

GENTLEMEN:—You are about closing another year's labor. Are you ready for the next year? At your late convention in Indianapolis, you indorsed the action of the State Board of Education in furnishing the questions to be used in examinations. You also, by a resolution, at the same meeting elevated the average grade of scholarship as a condition of license. You asked the State Board to make the questions in the future more difficult than those in the past. The Board, I doubt not, will be disposed to accommodate you in this particular.

The Superintendent, however, will take this opportunity of saying to you, that after visiting very many of the counties and mingling with the teachers extensively, he is convinced, unless prompt measures are taken to prevent it, there will be a meager supply of teachers for the coming work. Something must be done speedily for the better preparation of many of your teachers. He recommends that you hold a Normal Institute, of say from four to six weeks' continuance, between this date and the commencement of your Fall schools. Charge the teachers a reasonable tuition fee. Conduct the recitations of your Normal class, if you wish to do so, employ skillful teachers if you prefer it, and pay them from the tuition and the regular appropriation for the encouragement of county Institutes.

School Trustees will please co-operate with Examiners in this work of preparation. I ask the experienced teachers throughout the State to co-operate in this work so far as practicable. I earnestly advise and urge upon the young and inexperienced teachers, and those who desire to become teachers, to attend these Normal Institutes. Let there now be one grand move all along the line.

OFFICIAL VISITS.

SULLIVAN COUNTY.

I met the Trustees and Examiner, at the Auditor's Office, on the 6th of April, at 3 o'clock, P. M. The Examiner reported to me that he had held an Institute this year; that he had licensed 103 teachers and rejected seven; that he had granted license for two years to eight, for six months to seventeen, and for twelve months to forty-eight. He holds one exami-

nation each month. There are twelve school corporations in this county. The school term continues from three and one-half to seven months. Trustees report the schools successful last year. Only one incorporation out of the twelve has levied the local tuition tax. The town of Sullivan is building a fine house for a graded school. A new era will dawn upon Sullivan on the completion of that house. Good graded schools are also taught at Carlisle and Paxton in this county. Merom College, under the control of the Christian Church, is in this county, and is doing a good work. I have promised myself a visit to this Institution sometime in the future. While I think the educational prospects of old Sullivan are gradually improving, yet sure am I that she must remain in the rear rank in the work of education till she learns to help herself by supplementing her portion of the tuition revenue derived from the State by *liberal local levies*. I put the question now to the heart and conscience of the Trustees—can you educate the children of your corporations by schools continuing three and one-half months each year? Answer me out of your conscience.

CLAY COUNTY.

On the 24th I met the Examiner and four only of the Trustees of this county. Ninety applicants have been examined this year. Seventy licensed and twenty refused. Twenty-four of this number received two years' license, about one-half six months. The Examiner, Mr. Travis, holds one examination each month. He has visited fifty schools this year. He is an earnest man, and doing all for his schools he can. He keeps up teachers' associations throughout the year. The Trustees run their schools four months in the year. There are fourteen school corporations in this county worth in the aggregate \$5,462,908. Four of these only have made the local levy for tuition during the present year, and this only to the extent of ten cents on the hundred dollars. The special school tax is pretty generally levied in this county to the extent the law permits. This county has heretofore been considered poor, but the development of its rich beds of coal and iron will make it very wealthy in a few years.

FULTON COUNTY.

On the 20th day of April I met the School Examiner, three Trustees and one Commissioner of this county at the Auditor's Office. Auditor reports \$15,500 as the amount of the Trust Funds of this county from the State. Funds safely invested, except one mortgage of ninety dollars, and all productive of interest. Thinks the rate of interest should be equalized by placing all funds at eight per cent. Reports that the interest is paid punctually by the borrower.

Commissioners report that they have employed an attorney to look through the judicial records of the county for the school funds, such as fines, forfeitures, unclaimed witness fees, &c.

Examiner Green reports 110 applicants for license. Ninety-five succeeded, fifteen failed. Uses eighty per cent. of the State questions, twenty per cent. of his own. Thinks these questions were too difficult at the

commencement of the year, but that the teachers have progressed to them. Will hold the regular Institute this year. Would like to hold a Normal session of four or five weeks. He has spent about fifty days in visiting the schools of his county. Doubts not that an Examiner should spend all his time among the schools of his county. His motto is upward and onward.

Trustees report two graded schools in the county. Teachers are paid from \$1.25 to \$2.00 per diem, and boarded. About an equal number of male and female teachers.

Libraries are well read and should be increased. The school terms are seven and seven and one-half months in duration. Only one incorporation in the county has at any time made the local levy for tuition. The town of Rochester has in it a good graded school, under the care of Prof. Bryan.

LAPORTE COUNTY.

Met the school officers—Auditor, Trustees, one Commissioner and School Examiner, at the Auditor's office, on the 2d day of May, at 2 o'clock, p. m. We had a free, full and pleasant conversation touching the educational interests of this county.

Auditor reports that there are twenty-two school corporations in this county. Nine thousand four hundred and twenty-nine children of scholastic age. The school fund held in trust by this county amounts to nearly eighty thousand dollars. All productive of interest except three hundred dollars. Interest is paid by the borrowers to the county punctually. Thinks all funds should be loaned at eight per cent.

The Commissioner had just entered upon the discharge of the duties of his office, and was, therefore, unable to give me information that I greatly desired. I am sure, however, that he will look after the school money of his county.

The Examiner, Mr. Phelon, has licensed during the present year 150, rejected 50. Uses the State questions, but thinks that for the coming year they should be made more difficult. He is preparing for a Normal session of six weeks during the present summer. This is an absolute necessity. The qualifications of his teachers must be elevated or his school-houses will remain closed. Success to him. He keeps in continual and successful operation a training school for the preparation of teachers for his county.

Trustees pay their teachers according to grade of certificate. Eighteen of the twenty-two school incorporations have levied a local tuition tax for the present year. The schools run six, seven, eight and nine months. In Union township they are continued nine months. This is perfection. Oh for a few more Union townships. The school officers in this county are in earnest in the education of the children. They have my best wishes.

I have also made official visits to the counties of Knox, St. Joseph, Elkhart, Lagrange, Steuben and De Kalb, accounts of which will appear in the future.

M. B. HOPKINS,

Superintendent Public Instruction.

EDITORIAL.

OUR FOREIGN EDUCATIONAL RELATIONS.

CHINA.

Some years ago during some trouble that existed between the Chinese government and that of the United States, an attack was made upon the American citizens in Canton and a large amount of property destroyed. Our country demanded indemnification, and named an amount of money supposed to be sufficient to cover the loss; at the same time agreed to return the overplus if there should be any.

The Chinese named a less amount which they offered to give outright, and say nothing about returning overplus. This was accepted. It *happened* that the government officer who adjusted these claims was honest, so it turns out that something over four hundred thousand dollars remains after paying all losses.

According to contract the Chinese have no claim upon this money, and according to equity we have no right to it. Various plans have been suggested as to how it should be disposed of so as to benefit both countries.

The plan now urged contemplates the establishment of an American College in China. This seems to us only right and just, as in this way Chinese will be taught the English language, and not only will diplomatic, scientific and commercial intercourse be thereby facilitated, but all the interests of the two countries will be more closely united and their mutual welfare promoted.

JAPAN.

It is known to many that a large delegation of distinguished Japanese have lately been visiting in this country with a view of becoming acquainted with our social institutions, plan of government, school system, etc., to the end that they may return home and engraft what they consider to be good and practicable into their own institutions.

In our April issue we stated that a synopsis of our school system, embodying its leading features, had been prepared and signed by all our State Superintendents, and given to these ambassadors to take home with them.

It is also known that a great many Japanese students have come to this country and entered our institutions of learning. They have been chosen by the rulers of Japan from the nobility and common classes, according to their intelligence and mental calibre, and have been sent to

America to be educated. After a certain length of time they are to return to Japan, and impart the knowledge they have gained to others. The expenses of all are paid by the Government of Japan, except in a few cases, where the parties are wealthy.

America is a great school to the Japanese. They appear to be studying all things—our manners, customs, arts and sciences with the greatest eagerness and interest.

They fully realize the insignificance of their own country, when compared with this, and talk a great deal of the advancement of Japan since she has had commerce with other nations.

We learn that B. G. Northrop, Superintendent of Public Instruction for Connecticut, has been offered ten thousand dollars a year to go to Japan to organize and manage their school system for them. It is to be hoped that he will accept the place.

Japan is rapidly moving to the front ranks of civilized nations.

Both England and France have sent Commissioners to this country to investigate our school system.

An offer similar to that made by Japan to Mr. Northrop, was made some time since by the Argentine Republic to Mr. Wickersham, Superintendent of the Pennsylvania schools.

While we have great reason for being proud of our School System, we must remember that there is still room for improvement.

AMENDMENTS TO OUR SCHOOL LAW.

Let teachers remember that now is the time to work for the needed amendments to our School Law. As soon as candidates to the next Legislature are nominated, and even before, let teachers ask them whether they are friends of the public schools, and whether, if elected, they will work for their interest. Let teachers besiege their Representatives and Senators from now till next January, and they will come up to the Capital feeling that something *must be done*; and something will be done. The great trouble heretofore has been that our legislators have not known what was really needed.

We should not attempt to accomplish too much at once. Let us ask for a few things that we need most, and the rest will follow in good time.

1. We want County Superintendency. A good man in each county giving his entire time to the supervision of the ungraded schools would bring about wonderful results.

2. We want the term of our schools lengthened. And this should be brought about, not by increasing the general school fund (that is already about the largest in the United States), but by local tax.

Every community should have at least six months' school, and the public money should be given only on the condition that schools are kept open that length of time. If we had a law which gave the public money

only to such communities as were willing to supplement it and run their schools at least half the year, what a grand move in the right direction it would be. Let us work for these two most important things and all the minor things shall be added unto us.

Teachers, go to work. Do not sit around and whine and complain about the condition of things, but go to work. Work with a will. The ladies can accomplish almost as much as gentlemen in bringing about a public sentiment that will demand progress in school matters. Talk with Trustees, talk with Examiners, talk with candidates for the Legislature, talk with every body. If you can not reach the persons who have most influence, send others who can. Write articles for the papers. Get persons to lecture on the subject. God and all good men are on our side, and if we work as we ought *we shall not fail*.

NORMAL INSTITUTES.

We would call the attention of Examiners to the State Superintendent's timely suggestions in reference to holding Normal Institutes. The schools of this State have been very much improved through the instrumentality of Institutes. All our best teachers attend them and are profited by them. They help old teachers out of their fixed "ruts," and give them new ideas; and they enable young teachers to get in a short time what would otherwise cost them months of sad experience.

If an Institute is well conducted teachers can learn much in a single week, but certainly they could learn a great deal more in three or four weeks. The longer the session, the better.

It is to be hoped that Examiners will, just so far as possible, act upon the suggestions of the Superintendent, and hold Normal Institutes of from three to six weeks in length, with the best instruction that can be obtained.

It is also hoped that teachers will, just so far as it lies in their power, avail themselves of these opportunities to prepare for the greater demands that will certainly be made upon them. We have not seen an Examiner nor heard from one who does not expect to advance the standard of his examinations the coming year.

In this connection we wish to repeat a suggestion made to Examiners two months ago, viz: that they should hold their Institutes near the time for their schools to begin, or after they have begun.

If the session is to be but a single week it is certainly very much better, especially in those counties where most of the schools do not begin before October or November, to postpone the Institute till the teachers have all been engaged. The evil arising from dismissing a part or all of the schools is more than counterbalanced by the fact that a much larger number of teachers are thus reached, and the additional fact that all the enthusiasm and new ideas gained will be carried directly to the school-room and put into practice.

In most counties an Institute held in October or November will be attended by from twenty-five to fifty per cent. more teachers than if it were held in July or August, and the amount of good done will be four-fold.

OUR CONTRIBUTIONS.

We give this month another article on Compulsory Education. While we do not agree with all the sentiments of the article, and think that the logic is lame at several points, yet we cheerfully give it place. We readily concede that the subject has two sides, and concerning a matter of so much importance it is not wise to be dogmatical. The surest and speediest way to arrive at the truth is to discuss it freely and honestly.

A great many teachers will get some new ideas in regard to conducting a spelling exercise by reading the article by Mr. Watkins.

Just how and when, and how much to use text-books are questions that are not definitely settled by our best educators. Read Mrs. Hufford's interesting article on the Use and Abuse of Text-Books.

Primary teachers, especially, will be interested in the article on Kindergartens.

Persons who have to teach the geography of Europe will be much obliged to Prof. Emery for his information in regard to the New German Empire, as these changes are not indicated in any of our geographies, as yet.

The tunnels of which Mrs. Kinley speaks surpass anything of the kind in this country. We remember that in making that trip we estimated that in a five hour's ride that we were under ground *two hours* of the time. We were *eleven minutes* in passing through one tunnel.

In the coming "On to Richmond," in educational matters, teachers will need all the "aids," and the best they can command. Read what Mr. Phelon says.

No one can afford to omit the article on Practical Hints. It is sensible all the way through.

We have a great many "Uneducated Scholars." Teachers should know something outside their books. *Common sense* is in great demand in the school-room.

CONFERRING HONORARY TITLES.

It will soon be the time of year for the annual meetings of the Boards of Trustees of the various colleges, and we expect another deluge of LL. D.'s, D. D.'s, A. M.'s, &c.

The custom of conferring these honorary titles simply to make friends for an Institution, without regard to the real merits of those upon whom

they are conferred, can not be too strongly condemned. When the title LL. D. is bestowed upon a second rate lawyer, or D. D upon a commonplace minister, or A. M. upon an inferior scholar, instead of honoring the persons favored (?), it *dishonors* every person who worthily bears one of these titles.

The only reason why such titles are considered honorable is, that in the past only persons of extraordinary ability and scholarship could obtain them.

There is no honor in graduating at an Institution where anybody can graduate. There is no honor in bearing a title that anybody can gain.

Those who have in charge our literary institutions should hold in greater estimation high scholarly attainments, and in the future not be so lavish with their honorary titles. Let them see well to it that those upon whom they confer these honors are worthy of them. Otherwise their action in this direction will be made the subject of ridicule in the future as it has been in the past.

We have on hands several articles sent us for publication in the JOURNAL, on "that Divisor Question," and a number on "Compulsory Education." The articles are almost all good, and we shall be glad to give them place in due time.

Our friends must remember that while some of us are very much interested in certain questions that are frequently discussed, others may tire of them.

We are always glad to get short, pointed articles, and desire that teachers shall use the JOURNAL freely as the medium through which they can give expression to their thoughts on educational topics. We only wish to regulate the matter so that the JOURNAL shall be the most acceptable to the greatest number.

We wish again to urge upon teachers the desirableness of obtaining State Certificates.

Examinations will be conducted by the State Board in each of the Congressional Districts, in either the first or second week in July.

There are at least one hundred teachers in the State who are worthy of State Certificates, and could get them if they would but take the trouble to review a little and pass the examination.

Examiners and Superintendents should agitate this subject. They should set the example themselves, and induce as many as possible to join them.

A State Certificate would do away with the repeated inconvenience and annoyance of County Examinations. For particulars see the May JOURNAL. Only ten, as yet, have signified their intention to be examined. Let names be sent to the State Superintendent at once.

MISCELLANY.

QUESTIONS FOR THE EXAMINATION OF TEACHERS, PREPARED BY THE STATE BOARD OF EDUCATION, APRIL, 1872.

ORTHOGRAPHY.

1. Define a suffix.
2. When has g the soft sound?
3. How many and what sounds has ch?
4. Words ending in what letters double the final consonants?
5. Correct the following sentence:

Contempt leaves a deeper scarr than anger.

- | | |
|---------------|----------------|
| 1. Circle. | 6. Precious. |
| 2. Arouse. | 7. Chandelier. |
| 3. Scythe. | 8. Chargeable. |
| 4. Relieve. | 9. Miracle. |
| 5. Servitude. | 10. Musician. |

GEOGRAPHY.

1. What Circles bound the Temperate Zone?
2. Between what degrees of latitude do the United States lie?
3. What waters separate Greenland from British America?
4. Give the boundaries of Alabama.
5. What waters surround Newfoundland?
6. Through what waters, and in what direction, would you sail from Calcutta to Liverpool?
7. Describe the Amazon river, and state why it is one of the largest rivers in the world.
8. What mountains and river are between Europe and Asia?
9. What great river flows through Turkey?
10. Draw a map of Maine, and locate its principal cities and rivers.

HISTORY.

1. Who were the patrons of the discoverer of America?
2. What was the character of the first colonists of Georgia?
3. What was included and known as the "Northwest Territory?"
4. What was meant by the "Louisiana Purchase," and what did it include?
5. Give some of the principal incidents in the life of General Jackson.
6. Give some account of the "Florida Purchase."

7. Give some account of the "John Brown Raid."
8. How are the members of the lower house of Congress elected, and how long is the term?
9. Give an account of Sherman's march to the sea.
10. Describe the "Monitor," and give an account of her great triumph.

GRAMMAR.

1. Describe the essential parts of a sentence.
2. Give three forms that may be used as the subject of a sentence.
3. Write a verb in the infinitive mood as the object of a trans. verb.
4. What is meant by the expression, "a trans. verb governs the objective case?"
5. Write a sentence containing an adjective phrase.
6. Write a sentence containing an adverbial phrase.
7. What is meant by an abbreviation? What should always follow it? Illustrate.
8. Correct the following, and give the rule of construction violated.
"The water has raised four inches."
9. Analyze "To live and to die for one's country is called patriotic."
10. Parse in the above sentence "is called," in full.

ARITHMETIC.

1. Define an abstract and a compound number, and give an example of each.
2. State the principles by which common fractions can be multiplied and divided.
3. In division of decimals, what relation does the number of decimal places in the quotient bear to the number in the dividend and divisor? Give reason in full.
4. What is the difference between commission and brokerage?
5. Find the first term in the following proportion: $(?): 6 :: 4 : 7$.
6. Find the value of the following expression:
$$(2+3) \times 5 - 2 + 4 \times 2 - 0 \times 2.$$
7. A bought a horse for \$250, and sold him so as to gain 20 per cent., receiving a note payable in 1 year, 3 months and 16 days, at 6 per cent. interest. What was the amount due at the expiration of that time?
8. A hunter standing 60 feet from the foot of a tree, shot a squirrel, which was in the top of the tree, 80 feet from the ground. What was the distance, in a straight line, from the place where the hunter stood to the squirrel?
9. Write a promissory note for \$2,300.50, due sixty days from date, payable at the First National Bank, in Indianapolis, Ind.
10. Find the proceeds of this note, discounting it at the rate of 12 per cent. per annum.

PHYSIOLOGY.

1. How is the composition of the bones determined?
2. Describe the position and structure of the liver.

3. Describe the position and use of the valves of the heart?
4. What are the two kinds of nerves, and how do they differ in regard to use?
5. Why are cloth overshoes healthier than gum overshoes?

MEETING OF THE NATIONAL EDUCATIONAL ASSOCIATION.

The next annual meeting of the National Educational Association will be held in the city of Boston, Mass., on the 6th, 7th and 8th days of August, 1872. The forenoon and evening of each day will be occupied by the General Association, and the afternoon of each day by the four Departments. The exercises will be held in the Lowell Institute Hall and the Hall of the Institute of Technology.

GENERAL ASSOCIATION.

1. Methods of Moral Instruction in Public Schools, by Dr. A. D. Mayo, Cincinnati, O.

2. The Co-Education of the Sexes in Higher Institutions.

[President White, of Cornell University, will present this topic, if other duties permit him to attend the meeting.]

3. Compulsory School Attendance, by Newton Bateman, State Sup't Public Instruction, Ill.

Discussion to be opened by J. P. Wickersham, State Sup't of Common Schools, Pa.

4. The Examining and Certificating of Teachers, by John Swett, Ass't Sup't Schools, San Francisco, Cal.

5. System of Normal Training Schools best Adapted to the Wants of Our People—Report by Wm. F. Phelps, Minn., Ch'n of Committee.

6. The Educational Lessons of Statistics, by Hon. John Eaton, Jr., National Commissioner of Education.

7. Drawing in the Public School, by Walter Smith, State Director of Art Education, Mass.

8. Comparison in Education, by John D. Philbrick, Sup't Pub. Schools, Boston.

ELEMENTARY DEPARTMENT.

Miss D. A. Lathrop, Cincinnati, O., President.

1. Objective Teaching—Its Scope and Limit, by N. A. Calkins, Ass't Sup't Schools, New York City.

2. English Grammar in Elementary Schools, by M. A. Newell, Principal of State Normal School, Baltimore, Md.

3. Instruction in Natural Science in Elementary Schools. ———.

4. Adaptation of Froebel's Educational Ideas to American Institutions, by W. N. Hailman, Louisville, Ky.

NORMAL DEPARTMENT.

C. C. Reanda, Farmington, Me., President.

1. **The Proper Work of the Normal School, by J. C. Greenough, Principal State Normal School, Rhode Island.**
2. **Professional Training in Normal Schools, by T. W. Harvey, State School Commissioner, Ohio.**
3. **The Normal Institute, by A. D. Williams, Principal State Normal School, Nebraska. •**
4. **Normal Work among the Freedmen, by S. C. Armstrong, Hampton, Virginia.**
5. **Model Schools—Their Uses and their Relation to Normal Training.**

DEPARTMENT OF SUPERINTENDENCE.

John Hancock, Cincinnati, O., President.

1. **The Extent, Methods and Value of Supervision in a System of Schools, by H. F. Harrington, Sup't Schools, New Bedford, Mass.**
Discussion to be opened by J. L. Pickard, Sup't Schools, Chicago, Ill.
2. **The Early Withdrawal of Pupils from School—Its Causes and Remedies, by W. T. Harris, Sup't Schools, St. Louis.**
Discussion to be opened by A. P. Stone, Principal High School, Portland, Me.
3. **Bases of Percentages of School Attendance—Report of Committee.**

DEPARTMENT OF HIGHER INSTRUCTION.

D. A. Wallace, Monmouth College, Ill., President.

1. **College Degrees—Report of Committee, President D. A. Wallace, Chairman.**
2. **Greek and Latin Pronunciation—Report of Committee, Prof. H. M. Tyler, of Knox College, Ill., Chairman.**
3. **The Method of Teaching Physics by Laboratory Practice and Objectively, by Prof. Ed. C. Pickering, of Boston.**
4. **Modern Languages—Their Place in the College, College Preparatory, and Scientific Preparatory Courses, by Pres. J. B. Angell, of Michigan University.**
5. **How to Teach English in the High School, by Prof. F. A. March, of Lafayette College, Pa.**
6. **General Education as a Basis of Professional Training, by Prof. John S. Hart, of Princeton College, N. J.**

The daily programme will be so arranged as to afford time for the thorough discussion of the topics of the greatest interest and importance, and each discussion will be opened by a person selected for the purpose. All who may be willing to participate in these discussions, are requested to come prepared to express well-matured opinions in the fewest possible words.

Considerable difficulty has been experienced in making satisfactory railroad arrangements, but it is expected that at least two of the through

lines from the West will agree to sell round-trip tickets at reduced rates. The arrangements will be announced as soon as completed. The local committee reports that nine good hotels agree to entertain guests at reduced rates—varying from \$1.50 to \$3.50 a day.

S. H. WHEAT, *Secretary.*

E. E. WHEAT, *President.*

SCHOOL REPORTS OF VARIOUS CITIES FOR APRIL.

THE Executive Committee of the State Teachers' Association have had a meeting, and have begun to make their programme for the next session of the Association.

It was determined to hold the next session at Logansport, beginning on Tuesday evening, December 31, 1872, and continuing till Friday noon, January 3, 1873.

J. H. Smart, the Chairman, and all the members of the Committee, so far as we have seen them, are very much in earnest in regard to the matter, and we wish to bespeak for them the hearty and cheerful co-operation of teachers who may be called upon to render aid in any way. If you are asked to prepare any exercise do it, and say that you will at once.

ALL the teachers of Muncie take the SCHOOL JOURNAL. The Muncie schools are highly spoken of.

THE paper published by Higgins & Ryan, styled *Public School Advocate*, says, in its last issue, that the JOURNAL has less than 1,200 circulation, while it has 5,000. We know the first statement to be untrue, and have good reasons for believing the second is. We doubt if the *Advocate* has 500 *bona fide* subscribers. We have no means of knowing how many copies are sent *gratis as advertising sheets*. The same paper claimed to have the largest circulation of any similar paper in the country before it had a single subscriber.

If the proprietors wish people to believe what they say about their Bent Wood Furniture, Liquid Slating, etc., they should instruct their "imported" editor to tell the truth.

NEWTON BATMAN, Superintendent of Public Instruction for Illinois, in accordance with the new school law, has published the following:

After the 1st day of July, 1872, applicants for teachers' certificates must be examined in the Elements of Natural Science, Physiology and Laws of Health, in addition to the branches now required by law.

When we shall have had County Superintendency for a few years, we will be ready to add Natural Science to our present requirements.

We believe that the time is not far in the future when teaching will be classed among the "*learned professions*."

ALL who design being examined in July for a State Certificate, are requested to send their names at once to the State Superintendent at Indianapolis. Only ten so far have done this.

An examination will not be held in each District unless there are enough applicants to justify. The expense is great, and unless at least ten apply, it may be necessary to reduce the number of places of examination.

WE have before us an interesting account of the closing exercises of the Delphi High School. The early closing was necessary in order that the old building might be removed to give place to a new one, to be built the coming season. Two young ladies graduated.

Mr. McReynolds, the Examiner, Mr. Blakeman, the Principal of the schools, and most of the other teachers, are spoken of in very complimentary terms.

TO EDITORS OF EDUCATIONAL JOURNALS:—We wish to suggest the propriety of holding an Editors' Meeting in connection with the National Association. If it is profitable to meet and compose plans and methods on all other subjects, why not in reference to conducting an educational paper. All who are in favor of such a meeting will please say "I."

DURING April there were four rooms in the Lawrenceburg schools with an average attendance of fifty-five in each, that did not have a single case of tardiness.

Superintendent E. H. Butler says he has fourteen teachers, and for conscientiousness and faithfulness they cannot be beaten in the State. *Good.*

If Examiners will send us statements as to the time and place of holding their Institutes, we shall be glad to publish the same. If they will also give the name of the person who is to superintend the Institute, or to be principal instructor, we will be much obliged.

We are always ready to change the address of the JOURNAL for any one who may desire it, but can not do it unless the place from which it is to be changed is also given. Please give both addresses in full, including the counties.

COLLEGE Commencements will occur as follows:

N. W. C. University, June 21, Wabash College, June 27, Asbury University, June 20, Howard College, June 21, Hanover College, June 13, Brookville College, June 5, State Normal School, June 25, Union Christian College, June 12, State University, June 27.

THE Franklin public schools closed this year at the end of nine months, and it has been determined to make that the yearly term of school for the future. The Trustees and Superintendent Boyce think this best for both pupils and teachers. Teachers receive pay for ten months.

THE Greensburg schools have closed on account of the small-pox. J. W. Harvey, the Superintendent, writes that since the first of January, 1872, they have had *three hundred and sixty* cases of "mumps" among the school children.

THE cases of tardiness in the Princeton schools range, for the year, as follows: September, 297; October, 292; November, 238; December, 194; January, 78; February, 106; March, 85; April, 56. A respectable decline.

It is to be hoped that Indiana will be fairly represented in the National Educational Association, to be held in Boston, Massachusetts, in August. See the most excellent programme.

LAST year the Vernon public schools continued but four months; this year they were in session seven months, and next year they will continue nine months. We call this commendable improvement.

WE hear unfavorable reports of the Danville schools. No careful grading and no supervision. J. W. Cully has charge of the higher grade. Danville ought to do better than this.

NOBLESVILLE has a large new school house, seated throughout with single desks. A visitor reports good order and good teaching. James Baldwin and six ladies constitute the corps of teachers.

THE Lawrenceburg schools gave a public exhibition by which they raised forty-five dollars, to be expended for globes, charts, &c. A hint.

INSTITUTES.

P. V. ALBRIGHT, Examiner of Floyd County, announces a Normal Institute of *nine weeks*, beginning June, 3d. The regular County Institute will begin in New Albany August 26, 1872.

Mr. Albright, in common with many other Examiners, is taking advanced grounds. He informs the teachers of his county that they must either come up higher or be left out in the cold.

MR. L. SPENCER, Examiner of Huntington county, proposes to hold a Normal Institute of six or seven weeks, in August and September, if a respectable class can be secured. If the teachers of Huntington keep up with the times there will be no trouble on the point.

The County Institute will be held about the first of November.

THE Boone County Institute will be held in Lebanon, beginning August 5th, 1872. Principal Instructors, J. M. Olcott, A. G. Alcott.

INSTITUTES will be held in Sullivan and Hancock counties on August 12; in Morgan county on August 19, and in Montgomery and Marion, August 26.

S. P. THOMPSON, Examiner of Jasper county, expects to hold a two weeks' Institute, beginning September 23, 1872.

THE Perry County Institute will be held at Cannelton, beginning August 5. Theodore Courcier, Examiner. D. E. Hunter, Principal Instructor.

PERSONAL.

DEATH OF PROF. E. J. RICE.—We regret to record the death of Prof. E. J. Rice, formerly of this State. Prof. Rice was for many years one of Indiana's most active educators. He is the author of the "Manual of Devotion," used in many of our schools. He was for some years at the head of the Muncie schools, and for a time superintended the schools at Evansville. He went from here to Kansas to accept the Presidency of Baldwin College, founded by the M. R. Church. On account of his health he went to the mountain regions of Colorado, and founded both a school and a church at Trinidad, where he was laboring at the time of his death. In his death the world loses a Christian gentleman—one who has devoted his life to making others wiser and better. Mrs. Rice will continue the school. She has the hearty sympathy of many Indiana friends, who remember her kindly.

THE following persons will spend some time in holding Institutes during the coming season. They are all men that may be relied upon: D. E. Hunter, Princeton, Indiana; G. P. Brown, Indianapolis; A. G. Alcott, Professor of Elocution and Reading, Indianapolis; Prof. H. Boisen, Bloomington; J. R. Reynolds, Louisville, Ky. Also, Daniel Hough, Indi-

anapolis, and Cyrus Smith, South Bend, agents for Wilson, Hinkle & Co., and J. M. Olcott, Indianapolis, agent for Harper Brothers, may be called upon *ad libitum*.

T. W. PACK, Examiner of Vanderburg county, in determining the grade of certificates, is governed by the resolution passed at the last Examiners' Meeting, and gives no license on a general average below 70 per cent. He also takes into consideration the neatness of an applicant's paper, and his personal appearance.

W. H. GREEN, Examiner for Fulton county, reports his schools in a better condition than ever before. He says that his teachers are entirely willing that he shall raise the standard of qualification, as they wish to keep pace with other counties.

THOMAS H. BOWMAN, D. D., President of Asbury University, has been honored with the office of Bishop, in the Methodist Episcopal Church. This of course will make it necessary for him to vacate the Presidency of Asbury. We have heard no suggestion as to who his successor will probably be.

PROF. CLARK, of Amherst College, has been elected President of the Purdue University, at Lafayette. We learn that he has accepted the place and will soon be on the ground to superintend the erection of the new buildings. President Clark comes to us highly recommended.

A FRIEND who visited the Connersville schools, says that J. M. Hughes keeps everything in good order, and his school building remarkably clean. A good sign.

PROF. MERSE, the inventor of the electric telegraph, and Prof. Upham, author of Upham's Mental and Moral Philosophy, both died on the same day, April 2, 1872.

PROF. G. B. LOOMIS, for many years teacher of music in the Indianapolis public schools, has resigned his place with the design of leaving the profession and engaging in business.

Mrs R. A. McNEAL, one of the most faithful and efficient teachers of Elkhart, died of pneumonia a short time since. She has passed from labor to reward.

It was *Lessie*, and not Lizzie Harrah, who wrote the article on reading, published last month.

ABBIE SAGE McFARLAND RICHARDSON has been elected professor of Elocution in the Cook County, Illinois, Normal School. Chicago is in Cook county.

WM. WHITE is said to be doing good work for the Dublin schools.

BOOK-TABLE.

A SCHOOL HISTORY OF THE UNITED STATES. By W. H. Venable, Cincinnati: Wilson, Hinkle & Co.

Mr. Venable, as a writer, is clear, concise and winning. He has displayed good judgment and good taste in the selection of the leading facts in the history of our Country, and he has certainly presented them in a pleasing and attractive form.

The plan of the book is simple and natural. The most important events are indicated by peculiar type. A condensed *resume* of general progress is given at the end of most of the chapters. A just prominence is given to the history of the great West. The "foot notes," referring to matter relating to the subject under discussion, will be found of great value. An original system of general questions and biographical reviews are also commendable features.

The publishers have done their part of the work beyond criticism, so far as we can judge. The outside of the book is finished in excellent taste, the paper is of the best quality, the type clear and distinct, while the number, the accuracy and the finish of the portraits and maps we have never seen excelled in any similar work. This book will certainly command its full share of patronage.

THE LESSON COMPEND. By Rev. George H. Whitney, A. M. New York: Carlton & Lanahan. Indianapolis: J. H. V. Smith.

This book constitutes the first of a series of similar volumes, to be entitled "The Eclectic Library for Bible Students and Teachers." The series is designed to illustrate a "Uniform Course of Lessons," agreed upon by several leading denominations of the land. The chief value of the book will be manifest when it is considered at what a great cost a library of Biblical dissertations could be secured. Here, within a few pages, we find the result of a research through many volumes, thus saving both time and expense. A lesson for each Sabbath in the year is assigned, and comments by the best Biblical scholars are added. It is just the book for Sabbath School Teachers.

ELEMENTARY MANUAL OF CHEMISTRY, Abridged from Elliot & Storer's Manual. By W. R. Nichols. New York: Ivison, Blakeman, Taylor & Co.

The author has not simply abridged, but has in some cases extended and modified so as to adapt the book to a shorter course, and still make it complete. He does not believe that the study of chemistry should be merely an exercise of the memory, to the neglect of the observing faculties. So the book is arranged with the view of teaching subjects largely on the experimental and instructive method. With this view many experiments are given. There is little original in the book except its arrangement and method, but that is not a fault.

THE NORMAL DEBATER, published by J. Holbrook & Co., Cincinnati, is a little volume giving all necessary instructions in regard to the organization and management of a literary or debating society. Parlia-

mentary Rules, Work of Committees, Order of Business, Hints to Teachers to Pupils, &c., are all treated of in a plain, practical way that will be appreciated.

SANFORD'S PRIMARY ANALYTICAL ARITHMETIC. Philadelphia: J. B. Lippincott & Co.

This little book is beautifully and appropriately illustrated, and its forms of analysis simple and concise. For the child that has learned to count and made a little progress, it is an excellent book; but its first few pages are defective. No child's book should begin with *definitions*. The author advances to the use of large numbers much too rapidly. A judicious teacher could regulate this, however.

THE NATIONAL BUSINESS INDEX, 433 W. Jackson St., Chicago, is a perfect encyclopedia of business knowledge. It contains a very large amount of information both interesting and valuable to the general public. Everything is classified and arranged with thorough system, and at the same time presented in readable, attractive style.

THE SCHOOL FESTIVAL is a monthly paper devoted entirely to new dialogues and other exercises for Sunday school and day school exhibitions. It ought to have a large circulation, as the character of pieces given are entirely unexceptionable, and teachers can recommend them to their pupils without reserve. Price, 75c; single copies, 20c. Alfred L. Sewell, 75 West Washington street, Chicago.

THE NEW AMERICAN PRONOUNCING SPELLER. Philadelphia: E. H. Butler & Co. Price, 30 cents; 132 pp.

There seems to be a careful, judicious selection of *common* words in this book. The author has in view not only the *spelling* of words, but the distinct and correct pronunciation of them.

WEBB'S FIRST LESSONS IN LANGUAGE AND DRAWING. Chicago and Indianapolis.

This book is especially adapted to the wants of the smallest children in primary schools, and is designed to teach them to *read* and to *draw*. Whatever may be said in regard to Mr. Webb's methods, there is no denying the fact that there is a *great deal* that is good in them, and live teachers cannot afford to be ignorant of them. We like this little volume very much. It will pay teachers to examine it.

DIPLOMAS.

It may be important for Superintendents to know where a *first class Parchment Diploma* can be had at a fair price.

Wm. Warren of Oberlin, Ohio, one of the few who can do good work on parchment, *gets up* a splendid article for High Schools.

It is written on parchment 14x18 inches in size.

He furnishes parchment, ribbon and writes the graduates' names in German Text for \$3.00.

Send for Photograph if you wish to see style and wording.

If you decide to give him an order send early, as there is a great press of orders in June.

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The attention of the *lies, progressive* Teachers is especially invited to the following

GENERAL CHARACTERISTICS OF THE SERIES.

1. To give children *clear ideas* of the elementary combinations of numbers, the first book is profusely illustrated in the highest style of the art.
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4. Principles are made more prominent than rules.
5. The books are *strictly progressive* and well graded.
6. *Unnecessary Repetition Avoided.* Each book is adapted to its particular work in its appropriate place. This arrangement avoids the introduction of the same matter three or four times into as many different books. Hence, much *less time and study* are required to complete a full course of practical and scientific Arithmetical study by the use of these books than by the use of any others.
7. *ILLUSTRATED* engravings have been extensively introduced, wherever they could be made available to secure the better attention of pupils and increase their interest in the exercises.
8. The whole series teaches Arithmetic as a *logical, practical, usable science*, instead of leaving it the mere map of formulas, which it has so long remained.
9. These books are *entirely new*, and contain many valuable features, not found in any other works of their class that will peculiarly commend them to the *practical* wants of the age.

FOWLER'S ENGLISH GRAMMAR.

Dr. William C. Fowler's *English Grammar* is the grammar of the English language.
If you get *Fowler* you get THE BEST. JOHN CLARK RIDPATH.
Greencastle, Ind., December 12th, 1871.

From W. W. McDONALD, L. L. D., Principal of the Louisville High School

LOUISVILLE, November 3, 1871.

"To yours of the 30th ult., asking for my opinion of Fowler's Grammar, I take pleasure in replying. The book is used in this school, and I like it exceedingly for many reasons, but principally for the following:

1. It makes the subject of English Grammar intensely interesting to pupil and teacher.
 2. It kindles great curiosity concerning the history of English and the English race.
 3. It furnishes much valuable and rare information not found in similar text books.
 4. Its method exacts from the student that kind of mental discipline, which many insist is experienced only by those who study Latin and Greek Grammars.
- I repeat that I like it exceedingly.

For terms, address

HARPER & BROTHERS.

NEW YORK

J. M. OLCOTT, Indianapolis, Ind.

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No 7

MODES OF EXAMINATION.

BY DORA J. MAYHEW.



THE present age is preeminently one of progress. Old systems of philosophy are being overthrown, and new ones constructed upon their foundations. Opinions, dignified by the assent of the ages, are being subjected to strictest tests of analysis and criticism, their falsity is being exposed, and fresher ideas, supported by arguments of acknowledged strength, are advanced to take their places.

The good old ways, whose fame our elders have sung, are being deserted, and new paths are trodden by the feet of pioneers who will not rest until the hills of difficulty, that now rise in their way, are fully reached, and they return to us, bearing reports of the unknown land of truth which lies beyond.

There is room now no longer, in any of the pursuits or professions of this busy world, for Pollock's hero, who, in his simplicity, "deemed the moon no larger than his father's shield;" there is no need, in this age, of demanding his life who is willing to do no work, save by the processes devised by his ancestors; there is no spot upon the wide earth where one may take his stand, saying here will I rest, for onward, upward, with unflagging feet, with untiring mind, with soul fired with zeal for pursuit of the good, the true and the right, are the watchwords of the hour.

In the swift march of thought and investigation that has borne with it pulpit and press, the public platform and the legislative

assembly, the cause of education has not failed to bear a part, and the guardians of its interests, with the executors of its practical devices, have wrought both nobly and well.

The standard of culture, in many of our institutions, has been greatly elevated, and, throughout town and country, and the land over, has sounded, loudly and imperatively, the call for higher and better attainments, for truer and broader culture, for more elevated ideas of the importance of their work, on the part of those who instruct, for the supply of better appliances by those who hold in charge the educational interests of communities, and for more substantial proofs of real progress, on the part of those who are taught.

Nor has the popular movement failed to exhibit marked and important results.

Under its influence, the common schools have started into new life, the colleges have shaken off their drowsiness and are keeping pace with the vanguard of the advancing host, while numerous and efficient Normal Schools, springing into being to meet the needs of the times, are moulding the whole procession into an army of trained and efficient workers.

And now, when our forces are marshaling for action, with minds awake to truth and earnest for duty, and while new supplies are coming rapidly forward, for the reinforcement of those who have already borne the burden and heat of weary days of planning and perplexity, there are few questions connected with the subject of education of more practical importance than that whose discussion shall enable us to determine by methods how devised, and in what manner employed, we may best test the progress, the intellectual ability and standing of our pupils—those for whose benefit the earnest efforts of educators are being put forth.

Before entering upon a discussion of the various modes of examination employed in our schools, let us premise that no arguments are needed to prove the value, to the pupils, of their employment.

Of very small worth to him can ever be his accumulated hoards of detached facts, gained, oftentimes, by strenuous efforts of pure memory, if he be never called upon to bring them forth in order from the storehouse of his mind, to compare them, to judge of their relations, and to form from them his own conclusions.

Can he be said, in fact, to have commenced, in any true sense, the process of education, until he shall have ceased to make of his mind a mere waste basket, into which to cast, in unutterable confusion, scraps of information gathered from the pages of his class books, which he has never learned to bring forth at will, as material for the formation of his own structures of thought?

Truly enough declares some one that such a person has no more title to knowledge than the shelves of his library.

The main objects to be sought, in any process of examination, seem to us to be, first, *true mental growth and culture for the pupil*, and secondly, *the testing of his ability for advancement to higher fields of thought and investigation, with a view to his promotion, if he prove worthy of that honor.*

By two methods, alike and yet varying, ordinarily with the same objects in view, and yet essentially differing in efficiency, are these tests of a pupil's mental capacity and growth applied.

If the system of Oral Examination best secures these objects, or the more important of them, it should be adopted; if, failing in any essential respect to do this, it yet prove a valuable auxiliary to the written system, now growing in popularity, it should be retained, and so used as best to accomplish its purpose.

Let us, then, consider each method separately, noting its excellencies and defects as we proceed. Then, comparing the two, we may decide which is preferable, or, if a combination be desirable, how that shall best be effected.

Under the term Oral Examination, in its extended application, may fairly be included whatever methods the teacher may employ, aside from the regular daily recitation of appointed lessons, to prove the efficiency of his own instructions, and the thoroughness of the pupils' application of them, in connection with the topics presented by his text-books or works of reference.

To the credit, then, of the Oral method, when well conducted, be it admitted that it tends to cultivate ease and facility of expression, that it proves the existence or absence of that power of attention on the part of the pupil which will enable him to draw from the stores of a teacher's instructions to add to the truths gained from his own resources, or from the books furnished for his daily use.

It enables scholars to compare with each other their various modes of thought and reason, and so preserves them, in some

manner, from narrowness of mental range, and from an overweening self-esteem. It aids in securing a degree of self-possession and, perhaps, a grace of manner that is of no small value. It interests parents, too, calling them out to witness the workings of the common-school system they contribute to support.

Conceding to it so many obvious advantages, we cannot hesitate to admit that it should take a high rank among the agencies employed for mental culture.

Nor would we limit its scope. Let it be used daily in the careful questioning of our pupils upon points not proved by form of words in the pages of their text-books. Let us call them out to a perfectly free expression of their own opinions. Let us lead them beneath the surface *straws* that merely idle hands may both gather and cast aside as useless, to the pearls of wisdom that demand the diver's skill. Says Dryden :

"Errors, like straws, upon the surface flow,
He who would reach for pearls must dive below."

Let us examine their progress weekly, with proper preparation of careful review; let us, at stated times, if we choose, call in our friends, and the friends of our schools and individual pupils, that together we and they may rejoice over whatever success our classes shall have attained.

Let the children thus enjoy the praise that honest effort finds so grateful, and let their parents be glad that time and labor, tuition, books, and advantages worthy the cost involved, have not been wasted for them or for theirs.

Our objections to this system could be briefly expressed and summarily dismissed, by the assumption that in what we have declared to be one of the important objects of our examination, the testing of a pupil's fitness for promotion, it cannot be otherwise than very defective; it may be, as so frequently it proves, an utter failure.

But we should defend the position thus taken, and justify, if possible, our further assertion that, even in the hands of the most careful teacher, an oral examination is liable to become a means of unmerited praise and undeserved promotion, while, as arranged by one who is unscrupulous and favor-seeking, it is almost certain to become a *farce* of the grossest character.

That the defects of this method render it objectionable as a

standard of promotion, no one who has closely observed its workings, can fail to acknowledge.

He is by no means of necessity a good scholar, who can make a fine appearance under the excitement of an examination, be it of a character *more or less* public.

Not infrequently are those pupils whom we should least gladly see advanced to higher grades of work, the very ones whose excessive confidence and self-command enable them to conceal their real incapacity, whose power of thought and whose nervous energies have been least completely drained by previous application to study. The diligent and often overworked pupil, on the other hand, who has been taxed to the utmost by close mental application, stands often notably in the background at these times.

Because of the injustice that must result from a judgment based upon such a test, we complain of this method.

Again, we have stated that, even under the control of the wisest teachers, an oral examination, especially if it be public, is liable to utter failure in the most worthy of the ends to be gained.

As before stated, too, these occasions often bring forward most prominently those who should regard very modestly their small attainments, but who, by the frequently indiscriminating judges that listen to their recitations, are pronounced in a high degree meritorious. And so is a double injustice shown—one to the pupil, thus further encouraged by his apparent success, to continued satisfaction with mediocrity, and another to the cause of education that is immeasurably injured by the false light in which it is made to appear.

Still again, when different schools are brought into comparison under this form of trial, the difficulties to be encountered are both more numerous and more greatly to be regretted.

For, let the faithful, honest, earnest teacher bring his classes forward, on the one hand, and subject them to the trial of careful questioning, close reasoning and substantial labor, and, on the other, array those of him who “keeps” his school, yet *teaches* nothing; whose pupils have cultivated their memories but neglected their understanding; or who, very possibly, have been drilled with untiring carefulness upon some special topics for the occasion, that for their fluent and parrot-like “saying” of the lesson they may astonish those who hear and may applaud—let

this, I say, be done, and probably the majority of those who listen and assume to judge, will assign all the laurels to the latter, while the former, with his school, is consigned to very moderate commendation, if not to open censure.

Here, again, is a double wrong and injustice.

But, aside from all the objections that have been cited, there remains one of possibly more force than any of the rest. It is this. Be an oral examination conducted ever so wisely, it is not possible that the test of questions proposed be all of equal grade in point of difficulty.


To one that happens to require little thought, a ready answer and a correct one may be given; to another, involving greater mental effort, may be presented, by a scholar as worthy as the first, a very unsatisfactory solution.

May it not, then, be justly complained that injustice is done when, by such a comparison of unequals, judgment is rendered that involves the advancement of the one, and the condemnation to the misery of wounded feelings and the penance of further trial of the other?

(To be continued.)

THE MARKING SYSTEM.

W BY E. H. BUTLER.

 PRESUME that no member of our profession will deny the necessity of some instrumentality that may be brought to his aid in securing punctual attendance, and an elevated standard of scholarship and deportment.

In nearly all well regulated schools a record is kept of each pupil, designed to exhibit these items on some scale.

The markers used for this purpose are denominated merits or demerits, and are used as incentives to higher attainments.

At stated intervals these are aggregated, and the pupils and parents are furnished with a duplicate of the same. In many of the high schools and colleges members of the graduating classes are honored with positions determined by these marks.

Are the results of such a system beneficial? Do its advantages outweigh its disadvantages? I presume that the utility of

the system, freed from its abuse, cannot be controverted, and the disadvantages which I shall mention are the out-growth of the system administered by injudicious teachers and not the system *per se*.

The principal objections to it, as it is generally used, are,

First. It grooves the recitation and thereby weakens its vital power, and diminishes the amount of instruction. The most honest teacher is often caused to refrain from that exhaustive questioning on the lesson necessary to efficient teaching; and thus the faults and defects of the pupils are concealed instead of exposed and corrected. It has a tendency to convert the teacher into a testing machine, whose duty is to ascertain the pupils' knowledge of the questions and answers prescribed in the text-book and record it on a numerical scale.

Second. It is too often made the standard by which a teacher's success or failure is determined. Superintendents and Boards of Education are mainly responsible for such a result. They frequently decide upon the capabilities of a teacher from *per centages* obtained in her department, instead of from a *personal* knowledge of her efficiency in discipline and in imparting instruction.

Third. The keeping of class-books and department registers consumes too much time. In the lower grades, where there are a multitude of classes, limited to but a few minutes for each recitation, this objection is undoubtedly true.

Fourth. The *accuracy* of the record, in such cases, is questionable, because the time allotted is insufficient to thoroughly test *each* pupil's knowledge of the entire lesson. In many instances they will fail on the only question given them and yet, if being marked on a scale of ten, will receive nine, when probably they were totally ignorant of the lesson, and were conscious of their undeserved attainments. An aggregate of these incorrect marks are sent to the parents and published monthly; and thus the parents and community are much deceived in regard to the pupil's standing. The plan used by some of the Professors of Moores-hill College seems to be a good one, and very suggestive in obviating such a deception. It is this. Opposite each name on the class register are two blank spaces, in one of which is recorded the number of questions asked, and in the other the number incorrectly answered. Such a record indicates nothing but proficiency in recitation, based upon the questions propounded, and

cannot take into account differences in *native talent* and opportunity of preparation.

Fifth. Many teachers throw the responsibility of the system upon the pupils, or, having obtained *their* reports, record them with such modifications as they think proper. Both are objectionable and pernicious. The record should be the result of the *teacher's judgment solely*, based upon principles of *truth* and justice. Can such a record tell the *whole* truth? It is one thing to record actual violations and observances of a rule, but quite *another* to average the two and represent the result numerically.

Sixth. One of the most weighty objections urged against the system is that it appeals to the baser motives and diverts the mind from the true object of education. This is frequently fostered by the teacher's offering prizes, holidays, etc. Again, an unholy desire to surpass others, merely in order to gain the applause of the teacher or excite the envy of classmates, is too often the result of its use. In this case it stifles that generosity which rejoices in the success of others and carried but in life amounts to an unholy and selfish ambition.

I am persuaded that the only safe plan of keeping a deportment record is upon the *demerit* system, and should be restricted to cases of disorder observed by the teacher, and never include moral guilt. This necessitates constant espionage on the part of the teacher; but this difficulty may be avoided in high schools and colleges by adopting one form of the self-reporting system which I have successfully used. It is this. The items to be reported should be definitely specified by the teacher, such as communication, idleness, tardiness, etc.; and any pupils guilty of these must furnish to the teacher a written statement of the fact with their names attached, the teacher being the judge of the number of demerits for each.

In favor of the system it may be said:

First. It is a kind of daily historic record, which enables the pupil to compare the success of one day with that of another, and himself with other pupils, and can be made an abiding and potent influence for good with every pupil who possesses the proper amount of self-esteem. A careful examination of present attainments is always necessary to progress both in knowledge and morals, and hence the practice, to be efficient, must be so

constant and persistent that its effects will be felt in every recitation.

Second. The use of the system acts as an incentive to punctual attendance, study and good conduct. Considering the fact that many children have such imperfect ideals of human perfection, and cannot be actuated by motives beyond their conception, the teacher must first appeal to motives that can be made effective, and afterwards substitute higher ones. Of course we suppose that the *true teacher* has clear ideas of the objects and ends of study, otherwise his efforts will be fruitless. It is not enough that prompt recitation and good order are secured, but if the motives appealed to in gaining these ends are wrong, the result, however fair, will prove to be like the "Apples of Sodom."

Some teachers utterly fail to develop a manly and noble character in their pupils, for between the pupil and duty is placed some false incentive which he is constrained to make the immediate end of study or aim of conduct. His moral nature is "fed on husks." Character is a more *imperative* necessity than scholarship.

Third. If judiciously used, the system begets a spirit of *healthy emulation*, a feeling incident to our nature, and, therefore, commendable. It is natural to compare ourselves with others; and, without this comparison, the lives of the great and good would teach us no moral. Competition is the life of society, and surely a power so universally active cannot be banished from the school-room.

Fourth. It is a convenient medium for furnishing to the parents some idea of the progress of their children, thus securing their co-operation and preventing misunderstandings, as no other plan can, except personal interviews.

Fifth. The use of the marking system gives *system* to the workings of a school. If the teacher were as careful in systematizing his work, accurate in recording results and punctual in adjusting his accounts as the methodical merchant, he would be in the way of great achievements.


Sixth. It prevents the necessity of resorting to corporal punishment, by being brought to bear directly and constantly on the deportment of the pupils.

If the marking system be used in such a way as to create a desire in the pupils for improvement, if it begets self-emulation

and be made the means by which to compare themselves with what they would be or ought to be, and if it kindle an ardor to equal or even *excel* others without the desire of depressing them; if these be its results, no one will deny its worthiness of a high position in every institution of learning.

LETTERS TO YOUNG TEACHERS.—I.

BY W. WATKINS.

 PROPOSE, with the kind permission of our friend, the Editor of this Journal, to address to you a series of letters in which I shall treat of matters of deep interest and importance to every one of us. I shall address them to *young* teachers, because I feel a deep sympathy with their struggles and generous ambitions, and would fain give them words of cheer and comfort, and extend a helping hand to assist them to rise to greater power and usefulness. I cannot deny another reason for addressing the young. I have observed that when a man has been long in our business, he is usually so wise that he can no longer be taught or improved. Schoolmasters, like the wonderful vegetation of the tropics, rush with marvelous rapidity to maturity, after which all change is only towards decay.

Turning from such with a sigh, but not a sneer, for they, too, are my brethren, I wish to address those who are still in their growing years. It is presupposed that you wish to learn and are willing to study, and that you take this Journal in order to profit by it. In short, that you are willing to do all that you can to help yourselves, and, consequently, are in the right state to receive help from others.

In the first place, let us consider the subject of

TEACHING INTEREST.

One of the first lessons we have to learn, in teaching, is not to attempt too much. Most of our text-books gives two or three methods of computing interest, but if we try to teach all of these we shall make so slight an impression upon the minds of the mass of our pupils that all will be effaced before they are needed

in real life. Let us, then, take *one* way, and that the best way, and use it exclusively till it has become perfectly familiar to the pupil. For several years I have made exclusive use of the so-called

BANKER'S RULE,

without, as yet, having found anything nearly so good. As this rule is not found in the arithmetics in general use, I shall here develop it in order that you may receive the benefits of its use.

All calculations are made upon the basis of

SIX PER CENT.

At this rate we see:

1. That 6 per cent. of the principal = 1 year's or 12 mon. int.
2. Hence 3 per cent. of the principal = $\frac{1}{2}$ year's or 6 mon. int.
3. And 2 per cent. of the principal = $\frac{1}{3}$ year's or 4 mon. int.
4. Therefore 1 per cent. of the principal = $\frac{1}{6}$ year's or 2 mon. int.
5. But two months = 60 days.

Hence, TO FIND THE INTEREST FOR 60 DAYS, we have only to take one per cent. of the principal, which we do by simply moving the decimal point two places to the left.

e. g. What is the interest of \$112.87 $\frac{1}{2}$ for 2 months?

Ans. 1 per cent. of that sum, which is \$1.1287 $\frac{1}{2}$.

This gives data upon which to

COMPUTE INTEREST FOR MONTHS.

Let us find the interest upon \$1,624.

1. We find that the interest for 2 months..... \$16.24
2. Therefore, the interest for 4 months..... $2 \times \$16.24$
3. And the interest for 6 months..... $3 \times \$16.24$
4. And the interest for 8 months $4 \times \$16.14$
5. And the interest for 10 months..... $5 \times \$16.24$
6. And the interest for 1 year..... $6 \times \$16.24$
7. And the interest for 1 year and 4 months..... $8 \times \$16.24$

From which you see we only multiply by half the number of months.

8. But the interest for one month is half of \$16.24.

Ex.—What is the interest of \$512.64 for 1 year, 7 months?

\$ 5.1264 Interest 2 months.

9

\$46.1376 Interest 18 months.

1 mon. = $\frac{1}{2}$ 2 mon. 2.5632 Interest 1 month.

\$48.7008 Interest 1 year, 7 months.

1 year and 7 months = 12 months + 7 months = 19 months.

In practice we usually draw a vertical line through the place occupied by this column of four decimal points see next Ex.

Having learned to compute interest upon any principal for any number of months, we now proceed to

FIND THE INTEREST FOR DAYS.

I. *When the days are aliquot parts of 60.*

As 20 days is one-third of 60 days, it follows that 20 day's interest is one-third of 60 day's or two months' interest; therefore,

1. Fifteen days' interest is one-quarter of 60 days' interest.
2. Twelve days' interest is one-fifth of 60 days' interest.
3. Ten days' interest is one-sixth of 60 days' interest.
4. Six days' interest is one-tenth of 60 days' interest.
5. Five days' interest is one-twelfth of 60 days' interest, etc.

From which we see that we have only to take such part of 60 days' interest as the days are part of 60 days.

II. *When the days are not aliquots of 60.*

1. 7 days = 6 days + 1 day, therefore the interest for 7 days = interest for 6 days + interest for 1 day; but six is an aliquot of 60, and 1 is an aliquot of 6.

Interest for 8 days = interest 6 days + interest 2 days. We find interest for six days by taking $\frac{1}{10}$ of the interest for 60 days, and 2 days' interest by taking $\frac{1}{3}$ of the 6 days' interest just found. The numbers of days which are not aliquots of 60 are. 7, 8, 9, 11, 13, 14, 16, 17, 18, 19, 21, 22, 23, 24, 25, 26, 27, 28, 29. All of these you may now separate into two or more parts which are aliquots of 60; or, better still, so that the largest part is an aliquot of 60, and the second aliquot of the first, and the third of the second.

e. g. 17 days = 12 days + 4 days + 1 day.

Example. What is the interest of \$384.50 for 1 year, 3 mon. and 26 days?

	3'4850=2 months interest.
	7
	24'3950=14 months interest.
1 mon= $\frac{1}{2}$ of 2 mon.	1'7425=1 month interest.
20 days= $\frac{1}{3}$ of 2 mon.	1616=20 days interest.
6 days= $\frac{1}{10}$ of 2 mon.	3485=6 days interest.
	\$27'6476=1 year, 3 months, 26 days.

We can now compute the interest of any principal for any time at 6 per cent.

TO CHANGE PER CENTS.

Suppose we find the interest of a given principal, for a given time to be \$18.366. If this is 6 per cent. interest 1 per cent. = $\frac{1}{6}$ = \$3.061, from which we may find the interest at 5 per cent. by subtraction, or at 7 per cent. by addition. Had we wanted 8 per cent. we would have divided the answer at 6 per cent. by 3, which would have given 2 per cent., which, added to the 6, would have made 8 per cent.

To find 10 per cent. add 6 per cent. + 2 per cent. + 2 per cent.

RECAPITULATION.

There are four things to be learned :

- I. To find the interest for 2 months or 60 days.
- II. To find the interest for any number of months.
- III. To find the interest for days.
- IV. To change per cents.

With these directions you will be able to learn this rule by practice, and the more you use it the more you will admire its simplicity, its compactness, and its freedom from that liability to error which is inseparable from long multiplications and divisions.

But you wish to teach this to your pupils, if so, you must,

First. Know it exactly and thoroughly yourself.

Second. Teach it gradually, one thing at a time. Make three lessons of it, one for months, one for days, and one for changing per cents. After teaching how to work each case, give thirty or forty examples to be worked at seats and brought to class for examination.

Third. Insist upon the exact form as herein given. Permit no lazy or slovenly work. Show the pupil what to do, and see that he does it.

Fourth. Use no other method.

Do this, fellow-teacher, and you will find yourself one step higher in power and usefulness.

MIDDLETOWN, O., St. Patrick's Day.

A UNIFORM COURSE OF STUDY FOR THE PUBLIC SCHOOLS OF THE STATE.

A PAPER BY PROF. PENNEWILL.

WITHOUT *system* there can be no real success. This, we think, has come to be recognized as an *axiom*, in all great enterprises. It is owing to *system* that the public schools in our large cities are brought to such a degree of *perfection*, and accomplish so much, in the education of the young and rising generation, and are to-day the pride of our nation, and exciting the attention of the civilized nations of the Old World. Even proud old England has sent over an investigating committee preparatory to the adoption of our plan for public instruction. Let us, for a moment, examine the workings of the public schools of one of these cities; and, not to present anything far-fetched or visionary, we will take those of the capital of our own State. There are enrolled upon her daily registers, according to the Superintendent's report for the month of December, 1871, 5,428 pupils. This army of children is under the care of some 100 or more teachers, and these under the control of the Superintendent and his assistants. A course of study is marked out for each year of the pupil's attendance, which is, of course, the same for all parts of the city. The same methods of instruction, the same plans of government, and the same textbooks are used throughout the city. Thus, each department, from the Primary to the High School, forms a part of the grand, harmonious whole. Does a family move from one part of the city to another? The children enter the school there, present the certificates given them by their last teachers, as to the grade

they were in ; they are placed in the same grade here, and proceed with the same course of study, and are not aware of any change, save in the peculiarities of the new teacher—for these peculiarities do exist, and I would not have any system so mechanical as to destroy *that*, for the teacher who has *no* individuality will not be a successful teacher. Parents are not annoyed by a demand upon them for new books, pupils are not confused by a new order of things, but all moves on with a harmony that is delightful. Each child advances step by step, year by year ; *steadily, surely*—until at last he emerges from the High School, thoroughly disciplined in mind and body ; fitted by that mental and physical discipline to enter upon the duties of life, or a collegiate course, if such is designed for him. He comes forth from the High School, not a mere show of “glittering generalities,” but a *solid body* ; ready to seize upon opportunities and adapt himself to surrounding circumstances.

Now, what a city is in this respect we contend that a *township*, a *county*, a *state* may be. And the first step towards this grand *desideratum* is, in my opinion, a “ *Uniform Course of Study*” for the township, county and state. In short, what the city is, in this respect, I would have the *state* be. The city has her *Superintendent*, so has the state. The city has her Assistant Superintendents, so has the state—in her County Examiners—but what would be better, and what *should* be, her county Superintendents. The city has her Board of Education ; so has the state. The city has her teachers and school buildings ; so has the state. And now let me ask, what better work could there be for the State Board of Education to perform, than to prepare a course of study for the public schools of the State ? What better work would there be for the Superintendent of Public Instruction than to see to it that this course of study be carried out in every particular, in each township and county, with the assistance of the county Examiner ; or, as it *should* be, the county Superintendent. *This* would make our State Board of Education a body of some importance, and give our State Superintendent an opportunity to become *useful* as well as *ornamental*.

With such an arrangement of affairs, *all*, or *nearly* all these advantages which the city schools now enjoy, the schools throughout the *State* might enjoy. Then should Mr. A. remove from his present location to some other, perhaps not ten miles distant, he


would not find an entirely new order of things there, in regard to the school. He would not be compelled to purchase an entirely new outfit of text books for his children, who find that neither their books nor the knowledge which they have brought with them, are of much use in the new school; as, in the city schools, they would be placed just where they belonged, and pursue the *course* without interruption. The advantages of such an arrangement to both parent and pupil are, it seems to me, self-evident. But, says the objector to this plan, this would require a uniformity of text-books throughout the State, and this would not do, as it would open too wide a field for "jobs" in the supply of books. As to the first part of this objection, I would say that a uniformity of text-books would not be absolutely necessary to a "uniform course of study," if it be *true* that "the *teacher* is the text-book." With the work to be done clearly defined, the exact book to be used is not a matter of great importance. A good mechanic will do you a good job of work with a good set of tools, without stopping to search for the manufacturer's name upon them. The text-books in use to-day are, for the most part, *excellent*; indeed, I know of no task that would be more difficult than to decide, justly, which are best. And the true teacher, with a clear perception of the work to be done, and the proper *method of having it done*, would find the book question one of *minor* importance. I would, however, for reasons directly to be given, favor a uniform line of books for the State. And *this* will bring me to the *second* objection, viz: that of opening a field for dishonest speculation. To this objection I would say, that, in my opinion, it has nothing whatever to do with the merits of the case. As well say that the Bible should not be the universal text-book of religion, because some dishonest *publisher* might make a job out of it. But so long as the blessed Book is found in every family and in every school-room in the land, and is sent by the thousands to those who sit in darkness in heathen lands, it matters little what publishers make or lose. And if the effect of this objection were, as it *would* in all probability be, to lower the prices of the books to be used, so much the *better* for our plan. Nor can I see how this objection would hold good in regard to a *state*, if not in regard to a *city*. And I have never heard of such an objection being urged in regard to a uniformity of text-books in a city. Besides, my motto is to believe every man honest until he proves

himself to be a rascal ; and we have the power to remove rascals from places of trust and honor.

Let us have our public schools so systematized that our children may feel at home in whatever school they may enter, throughout the length and breadth of our fair land.

HOW NOT TO BE AGREEABLE.

BY KATE A. THOMPSON.*

 PERSONS that are going to turn their thoughts and efforts into a new channel, or, as the saying is, "Going to turn over a new leaf," generally select some motto for fear that without it, in some weak moment of discouragement, they may forget themselves and return to their old ways. So, remembering what good aids such mottoes are in helping us to keep our resolutions, I think you had better select one before starting on your "not agreeable" way. I think this will be a good one, *Myself before all others*. This motto must always be kept uppermost in your minds, so that when you have a chance to do a good, kind act to some one who greatly needs your help, you will think of your motto and conclude that, by helping that person, you will be put to some slight inconvenience yourself, which would be in direct disobedience to your motto's demands.

To be disagreeable, one is not confined to any one particular mode of action, but a thousand little ways are constantly occurring in which, without much effort, he can have great success. Home, school and church can present no obstacle but that may be easily overcome.

At home, boys must never stop, before entering the house, to get the snow off their boots. It will be a sufficient excuse to tell your mother you "forgot," and, when once in, do not put your hat and overcoat on the rack, but throw them on a chair or table ; it will only cause your already tired mother a few extra steps.

Girls, always feel that you have an undisputed right to the easy chair, in which, with a good novel, you may spend most of

* A pupil of the Indianapolis High School.

your time; and when you see your mother straining every nerve that she may have things cheerful for father when he comes home, silence your noisy conscience by wishing "she would take things easier."

Of all places in which to be disagreeable, school stands foremost. At home, your mothers will excuse you, perhaps, in these words: "The studies are hard, I'll let her rest while she may;" but at school, the teachers and scholars, not blinded by parental love and care, throw aside the covering and see what you are.

Having been careful to have the wrong lessons prepared, you must certainly be tardy, for I think a teacher is more easily provoked by these two things than by any others. When the classes are called, be the last one out of your seat, so the teacher will be compelled to speak that disagreeable "four," thus putting the whole school to an inconvenience. When a scholar gets up to recite, before he can get the first word out of his mouth, take it for granted he don't know, and wiggle yourself into all sorts of positions in your efforts to make your teacher see your hand.

When Friday afternoon comes, if you are one of the favored ones that have no dreaded exercise to perform, laugh at this scholar for hurrying, at that one for making a queer bow, at another for being prompted, at still another for a mispronunciation, in fact, you must laugh or *giggle* all the time, striving to have all do likewise, and I think you will have the same effect on those about you that a piano, fearfully out of tune and played by an unskillful hand, exerts on those within hearing.

Your teacher may quote to you the Golden Rule, "Do unto others as you would that others should do to you," which you may safely follow with the "would" changed to wouldn't without the least injury, and, indeed, the greatest help to your profession of disagreeableness.

ALL the cares of the day ought to be laid aside with our clothes. None of them must be carried to bed with us; and, in this respect, custom may obtain very great power over the thoughts. It is a destructive practice to study in bed, and read till one falls asleep.

LANGUAGE LESSONS.

BY JOHN HANCOCK.

IF the Cincinnati schools possess one distinguishing trait above all others, it is the prominence that language culture occupies in their course of study. In arranging this course of study, the truth has been prominently borne in mind that correct expression is not only valuable in itself, but has a powerful reflex influence in promoting correct thinking; and as correct thinking is the chief object in all school instruction, it has naturally followed that methods of instruction in language have occupied a large share of the attention of our school authorities and the thoughtful of our teachers. We have long felt what is now the settled view of the wisest educators everywhere, that technical grammar, as usually taught, is of little practical value, and that the largest amount of word parsing, or of the analysis of sentences even, can never make correct and elegant speakers or writers; in other words, that a skillful use of the language can be acquired only by long and persevering practice in it. With these views as their starting point, the Committee on Course of Study set to work resolutely, some three or four years ago, to bring about an entire revolution in the method of teaching grammar in our schools.

Instead of reserving grammar as a study for the highest grades, they constructed a course to begin with the child's first day in school, and keep him company up through every grade until he reaches the High School, where it is expected that rhetoric and a critical study of some of the best English classics, will finish the solid and symmetrical structure. The purpose of the Committee, so far as the District Schools are concerned, may be best given in its own words:

"The instruction is to be given, not according to a strictly systematic or scientific course, but in a more natural and practical way, by numerous exercises in correct speaking and writing. The teacher is not to aim at a recitation of grammatical rules and definitions, but at a ready and correct use of the language itself—the latter alone having a real and practical value in the future career of the scholar." To this end the mere technicalities of the subject were to be avoided as far as practicable, but when

used to be thoroughly explained in terms to be readily comprehended by children; all text-books were excluded from the District Schools, and an elaborate syllabus was prepared for the use of teachers. This plan has been thoroughly tried, and its success has been all that we had a right to expect. The knowledge gained by pupils through its workings has been no heap of "dry grammatical compost," but a knowledge which has rendered them more familiar with the use of the language in a practical way, and which is also leading them gradually up to an appreciation of the beauty and power of the highest expression of thought.

But we have not relied on our grammar course alone, or chiefly even as a basis for the forming of habits of correct expression. For this purpose we also draw largely on our object lessons. In them we have, in all our lower grades, the basis for our written compositions, and through them we aim not only to cultivate habits of close and methodical observation, and thus lay a sure foundation for future scientific study, but to evoke thought in general and teach the expression of that thought in the most appropriate forms.

The course pursued in our schools, in teaching reading, enables our pupils to go into written work in composition at a very early stage of their school advancement. They learn the script letter first. The teacher writes upon the black board some short word, the name of an object upon which a lesson has already been given, and the pupils set to work at once to form the letters of this word on their slate. In this way, in the course of three or four months, they are enabled to write, with considerable facility, sentences made up of small words. The course of instruction thenceforward is plain and easy. Short sentences are written from dictation; and other similar sentences are formed by the pupils themselves, giving the qualities of objects. In this way, by the time the pupils have reached the second half of the second year in school, they are competent to write a simple composition with but little assistance from the teacher. The method of teaching, as we ascend, is the same in principle in all the grades of the District Schools, unfolding itself to meet the requirements of the child's expanding powers, but always having as its basis the solid rock of observation.

In giving language lessons from objects, our teachers are asked to bear constantly in mind that these lessons are but one of the

uses of the object lesson, and that they are never to fall into that careless and unmethodical way of giving instruction that has brought undeserved reproach upon the whole system of object teaching.

We believe that our course in language is a philosophic one, or if we are not justified in claiming so much for it, that it is not, at least, without a plan. We rely upon nature to furnish the basis of our work, particularly in the lower grades of our schools; and we do not care to have our children heaping up dead forms of expression for a possible future use, believing this to be a method artificial, and contrary to all correct principles for the development of intellectual power.

REPORT FOR 1871-2.

THE TEACHER'S DREAM.

BY W. H. VENABLE.

The weary teacher sat alone
While twilight gathered on;
And not a sound was heard around,
The boys and girls were gone.

The weary teacher sat alone,
Unnerved and pale was he;
Bowed 'neath a yoke of care, he spoke
In sad soliloquy.

"Another round, another round
Of labor thrown away,—
Another chain of toil and pain
Dragged through the tedious day.

"Of no avail is constant zeal,
Love's sacrifice is loss,
The hopes of morn, so golden, turn
Each evening, unto dross.

"I squander on a barren field,
My strength, my life, my all;
The seeds I sow will never grow,—
They perish where they fall."

He sighed, and low upon his hands
His aching brow he pressed;
And o'er his frame ere long there came
A soothing sense of rest.

And then he lifted up his face,
But started back aghast,—
The room by strange and sudden change
Assumed proportions vast.

It seemed a Senate hall, and one
Addressed a listening throng;
Each burning word all bosoms stirred,
Applause rose loud and long.

The wildered teacher thought he knew
The speaker's voice and look,
"And for his name," said he, "the same
Is in my record book."

The stately Senate hall dissolved,
A church rose in its place,
Wherein there stood a man of God,
Dispensing words of grace.

And though he spoke in solemn tone,
And though his hair was gray,
The teacher's thought was strangely wrought,
"I whipped that boy to-day."

The church, a phantasm, vanished soon;
What saw the teacher then?
In classic gloom of alcoved room,
An author plied his pen.

"My idlest lad!" the teacher said,
Filled with a new surprise—
"Shall I behold *his* name enrolled
Among the great and wise?"

The vision of a cottage home
The teacher now descried;
A mother's face illumed the place
Her influence sanctified.

"A miracle! a miracle!
This matron, well I know,
Was but a wild and careless child,
Not half an hour ago.

"And when she to her children speaks
Of duty's golden rule,
Her lips repeat, in accents sweet,
My words to her at school."

The scene was changed again, and lo,
The school house rude and old,
Upon the wall did darkness fall,
The evening air was cold.

"A dream!" the sleeper, waking, said,
Then paced along the floor,
And whistling slow and soft and low,
He locked the school room door.

And, walking home, his heart was full
Of peace and trust and love and praise;
And singing slow and soft and low,
He murmured, "After many days."

—From *June on the Miami*.

OFFICIAL DEPARTMENT.

DISTRIBUTION OF BLANKS.

Trustees' and Examiners' blank reports have been sent Examiners. It is especially desired that these reports should be prepared with great care, as they form the statistical part of the Superintendent's Report to the Legislature. A circular of general instructions will be issued to Examiners early in July.

Questions for Examination of Teachers, for the month of July and succeeding months, will be sent Examiners on the 15th day of each month.

Examiners are requested to inform the Superintendent of Public Instruction the time and place of holding their Institutes.

EXAMINER'S COMPENSATION AT TEACHERS' ASSOCIATIONS.

MAY 28, 1872.

William Travis, Esq., Examiner Clay County:

Dear Sir—Your favor of the 16th inst. is before me. You ask, "When a Teachers' Association is organized in a county independent of the institute, and is regularly convened, held and aided by the School Examiner, is he rightfully and legally entitled to compensation for such services, payable out of the public fund."

In reply I have to say that section 43 of our school law provides that "the School Examiner shall receive three dollars per day for every day actually employed in the discharge of the duties required by this act, to be paid out of the ordinary county revenue," and section 161 makes it a part of their duty to hold Teachers' Institutes at least once in each year." The law, however, does not provide for teachers' associations, neither does it expressly make it a part of the examiner's duty to hold them, and for such services I do not think, under the law, he could legally demand pay. Such associations are a great advantage to the educational interests of a county, and the Examiner is rightfully entitled to pay for services rendered in carrying them on, but in my opinion he cannot compel the commissioners to allow him for it, though it is a matter within their discretion.

 OFFICIAL VISITS.

TIPTON COUNTY.

On the first day of April I paid an official visit to the county of Tipton. This is one of the young counties of Indiana. I saw it first in 1850. Its lands are level, rich and wet. Its forests dense and heavy. Industry has made its impress upon it. A system of drainage is carrying off rapidly its surface waters, leaving the rich loam to tempt the husbandman. The heavy forests are rapidly giving back before the regular stroke of the axe. The neat, bright and cheerful school house, that unmistakable sign of advancing civilization, is springing up all over the county.

My meeting was well attended by the educational officials; even the County Commissioners honored the occasion by their presence and advice.

Examiner Blount, who is both a scholar and an experienced teacher, reported that he had licensed about sixty-five teachers this year, refused three and revoked the license of one. He uses the State questions, but thinks they should be made more difficult, especially those in arithmetic and English Grammar. The Trustees report some schools as rather better than usual, others still very deficient. They compensate their teachers according to grade of certificate and other evidences of qualifications. They run the free schools about eighty days on an average.

The value of the taxables of all property in the different school corporations is \$3,735,980. The special school tax is generally levied to the limit of the law. In a few years they will be well supplied with comfortable houses, when the trustees assured me they would levy liberally the local tuition tax. The town of Tipton has just incorporated. It is greatly to be hoped that she will now establish a good graded school in her midst. May the educational interests of this county keep pace with its material growth.

The following is an abbreviated statement of a circular issued by Attorney General Hanna, to the County Commissioners of each county, relative to unclaimed fees, &c.

ATTORNEY GENERAL'S OFFICE, STATE OF INDIANA,
Maach 30th, 1872.

To the Board of Commissioners, ——— County.

Gentlemen:—By reference to Sections IV, V, VI and VIII, 1 Gavin and Hord, page 540, it will be seen that each clerk of the Circuit or Common Pleas Court, is required in every civil action of any description, and in every case on appeal from any Justice of the Peace or from any board of County Commissioners, or, on a confession of judgment in either of said Courts, to tax a docket fee of one dollar, with other costs to be recovered from the losing party; and in every case appealed either from said Circuit or Common Pleas Court, or from a Judge thereof in vacation to the Supreme Court, a docket fee of four dollars shall be taxed, with other costs, and recovered from the losing party. It will also be seen by an examination of section IV, referred to, that the Clerk

is required within thirty days after the collection of said docket fees, to pay the same over to the County Treasurer and take his receipt therefor, the Treasurer to hold the docket fees received from the Common Pleas Court for the use of the county, and to pay those received from the Circuit Court into the State Treasury, at his annual settlement of State revenue. And you will further see in section II, Gavin and Hord, page 543, that all the fines assessed for breaches of the penal law of the State, together with all forfeitures which may accrue, and all unclaimed fees, constitute a part of the Common School fund. It would seem then, that nearly thirteen years operation of the law requiring the taxation of the Circuit and Common Pleas docket fees, and seventeen years accumulation of fines, forfeitures, and unclaimed fees which should have resulted in vast revenues for the use of the State and the Counties, but an examination of the statement hereto attached and taken from the books of the Auditor of the State, showing the actual amount of docket and unclaimed fees which have been paid into the State Treasury by the several counties will astound everybody.

It will be readily conceded that a vast sum of money, belonging to the State or County Treasury, either has not been taken and collected, or has been appropriated to personal gain. Either is a violation of law, and should be met with investigation and punishment. I have already received information that divers Justices of the Peace in different counties, have not paid in a dollar of fines collected during years of service, thus diverting moneys that belonged to the Common School fund, and that, too, in violation of a penal statute. Such malfeasance, where so much is at stake, should be promptly corrected to the fullest extent, in every county in the State. I therefore suggest that you employ a competent attorney, at reasonable compensation, to examine the fee book of the Clerk of your Circuit and Common Pleas Courts, together with the dockets of all the Justices of the Peace in your county, and ascertain how many Circuit and how many Common Pleas Court docket fees have been collected, or how many omissions there have been to tax the same required by law; and by whom, together with the amount of fines, forfeitures and unclaimed fees there are in your county belonging to the School Fund which have not been accounted for. If you will instruct your attorney to report to me how much there is in your county in docket and unclaimed fees, and in fines and forfeitures, that have been collected and not paid over, which should have been taxed and collected in behalf of the State, I will take the proper steps to recover her just dues.

Your obedient servant,

BAYLESS W. HANNA,
Att'y Gen'l of the State of Indiana.

This is a step already too long delayed, and it is hoped will result in a large increase of our school revenues. The Attorney General further shows that between the years of 1860 and 1872 there has only been paid to the State \$7,826 55 of unclaimed fees, and \$30,293 24 of docket fees

MILTON B. HOPKINS,
Superintendent of Public Instruction.

EDITORIAL—MISCELLANY.

QUESTIONS FOR THE EXAMINATION OF TEACHERS, PREPARED BY STATE BOARD OF EDUCATION, SEPT., 1872.

The Examiner's attention is called to the following :

The Examiner, during the examination, should prohibit,

First. Any communication of one applicant with another, or of an applicant with a visitor.

Second. Any use of, or reference to, text books or books of any kind.

The Examiner should require the applicants, so far as practicable, to occupy separate desks; and he should give the examination *personal attention throughout*. He should prohibit any applicant's taking a list or copy of these questions. The examination, in any particular branch, should be uninterrupted by intermission, or by the applicant's leaving the room, and be completed before that of another branch is commenced. The applicant should be required to number the answer to correspond with the number of the question, and when he is unable to answer the question, to write, *not answered*. The neatness of the applicant's papers and personal appearance, should be considered in determining the length of certificate.

ORTHOGRAPHY.

1. Into what two classes are letters divided?
2. When is *W* or *F* called a consonant?
3. What is the difference between a letter and a syllable?
4. Into what two divisions are words distinguished?
5. How many vowel sounds in the English language, and why are they so important?
6. What is language?

Define the following:

Poverty,	Venerable,	Gratitude,	Reservoir,
Horizon,	Earnestly,	Valley,	Buffalo,
Snow,	Shepherd,	Surgeon,	Cottage.

Spell the following:

[*To be given orally by the Examiner, and to be written by the applicant.*]

Sure,	Scene,	Daily,	Together,
Scholar,	Believe,	Knowledge,	Science,
Conscience,	Pennsylvania,	Skates.	Calf,
Dizzy,	Afraid,	Assuage,	Ancient,
Sincere,	Biscuit,	Carriage,	Vengeance,
Forfeited,	Laughing,	Potatoes,	Pitcher.

PENMANSHIP.

1. What *principles* combined form the letter *u*? The letter *n*?
2. What is the best method of holding the pen? Why?
3. What are some of the principal faults to be guarded against in teaching a child to write?
4. Write the following sentences as a specimen of your penmanship, and correct the capitalizing and punctuation:
 on the, 15th of august: 1771 Walter, scott was Born?
 under the blue, new england Skies
 flooded, With Sunshine a Valley lies

READING.

1. Give three of the essential qualities of good reading.
 2. What is emphasis?
 3. Define Elocution.
 4. How may the meaning of words best be taught?
 5. How do you teach articulation?
- The Examiner should hear each applicant read.

GRAMMAR.

1. Define Orthography.
 2. Why is the property called Gender applied to nouns?
 3. Give the list of Personal Pronouns, singular and plural, and decline *thee*.
 4. How are Adjectives of one syllable usually compared?
 5. Give the distinction between the Preposition and Conjunction.
 6. Write a sentence containing a verb in the pluperfect indicative passive.
 7. What is the use of the Asterisk?
- Correct the false Syntax in the following sentence, and give the rule for the correction:
8. This is between you and I.
- Give a complete analysis of the following sentence:
9. The good boy was injured.
- Parse the word printed in *Italic* carefully:
10. Go to the ant, thou sluggard.

UNITED STATES HISTORY.

1. For what purpose should we study History?
2. What is the origin of the name *Virginia*?
3. Give some account of the character of the Puritans of New England.
4. What is the origin of the Pennsylvania Colony?
5. Give some account of Wolfe's capture of Quebec.
6. Give some account of the surrender of Burgoyne.

7. Name the thirteen colonies that formed the Confederation.
8. Give some account of "Perry's Victory."
9. Name the three Presidents who did not serve out their terms, and their successors.
10. Into what three departments is our government divided?

PHYSIOLOGY.

1. What is Anatomy?
2. How is the Chest formed?
3. Of how many bones is the Pelvis formed?
4. How are all the great motions of the body produced?
5. Name the Digestive organs.
6. What is necessary before food can nourish the body?
7. How many cavities has the heart?
8. What causes the pulsation in the Arteries?
9. How is the Chest enlarged in respiration?
10. What is the principal agent by which a uniform temperature of the body is maintained?

ARITHMETIC.

(Analyze in full the first two.)

1. Three-fifths of the cost of my watch is \$15. I traded it for a horse worth \$30. Did I gain or lose, and how much?
2. If 11 oranges cost 7 cents, how many oranges can you buy for 28 cents?
3. What is a simple number? A compound number?
4. When is a fraction said to be in its lowest terms?
5. Multiply the L. C. M. of 6, 16 and 36 by the G. C. D. of 78, 234 and 468 and divide the product by 3-7 of $2\frac{1}{4}$.
6. Reduce $2\frac{1}{2}$ of 3-5 to a fraction having for its denominator 135.
7. How many gills in $7\frac{3}{4}$ hhds?
8. How should numbers be written in the addition of decimals?
9. If I borrow \$397.92, at 9 per cent., how much will be due in 2 years, 7 months and 18 days?
10. If \$500 gain \$30.12 in 4 months and 12 days, at 9 per cent., how much will \$750 gain in 2 years, 9 months and eight days at 6 per cent.

GEOGRAPHY.

1. Name the States that touch the Mississippi river.
2. What is the cause of day and night?
3. Bound the State of Indiana.
4. Locate the Cape of Good Hope, Cape Horn and the Rhine river.
5. Name and locate five large seas in Europe.
6. What direction does the water flow through the Straits of Gibraltar? Why?

7. A vessel was wrecked in latitude 28° N., longitude 85° W., in what body of water did it occur?
8. Define a Gulf. A Harbor. A Cape. An Island.
9. What countries constitute the British Isles?
10. Locate Cape Mendocino, Davis' Strait, Brazil, Amazon river, Chili, and the Alleghany Mountains.

THEORY AND PRACTICE.

1. How do you *organize* a school?
2. Why should great stress be laid upon regularity and punctuality at school?
3. How do you prevent tardiness?
4. Why are graded schools preferable to ungraded?
5. What *special* preparation have you made for teaching?
6. What *educational periodicals* do you read?
7. What are the *objects of punishment*?
8. What are some of the qualifications a successful teacher must possess?
9. What is meant by *object teaching*?
10. How do you teach *good manners*?

HIGH SCHOOL COMMENCEMENTS.

Seldom have we enjoyed exercises of this kind more, as a whole, than we did those of the Evansville High School, held at their hall on Friday morning, June 14, 1872.

Evansville is justly proud of her High School Building, which is one of the finest in the State, and we are pleased to add that she probably has the best *High School* in the State, so far as it is possible to judge of its character from the annual examinations and the graduating exercises. In the graduating class, there were twelve young ladies and four young gentlemen. According to established usage, the former read essays, and the latter spoke original declamations. The style of composition was of a higher type than is usually heard on such occasions.

We were obliged to observe here, as is usual on such occasions in the Western High Schools, that the girls both outnumbered and, in point of scholarship, *out measured* the boys. We noticed, with great pleasure, that the attention of these students had been directed to the importance of *general reading* in connection with their school curriculum, and that a majority of them had applied themselves vigorously in this direction. Also that the study of history had been well handled in this, as it should be in all schools, as a part of the regular course of instruction. Mr Gow, the Superintendent, proposes to add one year to the preparatory course. By

this means it is hoped to secure more maturity of mind at the beginning of the High School course.

Prof. J. A. Zeller, President of the Evansville High School, is a man who evidently understands his business. * * *

THE Peru High School graduated five persons at its late commencement. The papers speak of the graduating exercises in very commendable terms.

We believe that Peru is to build a new school house this season.

FIVE young ladies constituted the graduating class of the Greensburg High School this year. The exercises are spoken of in the highest terms. Superintendent Harvey's report, at the close, showed the Greensburg schools in excellent condition. They will compare favorably with any schools in the State.

THE Indianapolis High School graduated seven this year. The exercises were held in the Academy of Music, and were highly creditable to all concerned.

THE first commencement of the Princeton High School occurred on June 20. There were three graduates—all girls.

THE Orleans Academy graduated three young men this year. The Academy has a good reputation, and the Principal, R. A. Sturgess, stands high as a teacher in Southern Indiana. The building is a handsome two-story brick, costing \$8,000, and was erected entirely by private subscription. This speaks well for the liberal and enterprising spirit of the community. The Spring exhibition netted the school \$26, which is to be applied to a library fund.

THE Terre Haute High School graduated, this year, *nineteen*—fifteen girls and four boys. This is the largest class we have yet known to graduate from a high school in this State. The Terre Haute papers speak very highly of the closing exercises, and give W. H. Wiley a flattering compliment on his efficient superintendency and the excellent condition of the schools.

FOUR girls and one boy constituted the graduating class of the Lawrenceburg High School. The occasion of their graduation was one of great interest, as this is the first class that has completed the High School course. The papers speak of the exercises in the most complimentary terms.

SUPERINTENDENT HOPKINS has lately sent the following circular to School Examiners:

GENTLEMEN:—The blanks have been sent for your reports to this office, and for Trustees' reports to you. If they have not been received, or if any mistake has occurred in the counting, you should write this

office at once. You will please see that they are full and complete, as they will form a part of the Superintendent's report to the Legislature. You should require your Trustees to report promptly, and in no case delay your statistical report later than the 15th day of September.

In order that the Superintendent may present in his report a true and full account of the educational state, progress and facilities of each county, you are earnestly requested to make to this office a written report on the following subjects:

1. Condition of your school houses, grounds, etc.
2. Condition and progress of your schools.
3. Condition of your township libraries.

Also, include in it a statement of the educational work done by the Examiner, and your views on any other subject connected with the educational interests of the county. These reports should be sent to this office as soon after the first day of September as possible. You are further requested to inform this office of the time and place of holding your Institute.

It will be impossible for the Superintendent to attend but few, but he will be present at as many as he can, in connection with his official visits.

As the INDIANA SCHOOL JOURNAL is the official organ of this department, in order that this office may have a direct communication with school officers, Examiners are requested to take it, and encourage their Trustees and Teachers to do the same. This will reduce the correspondence of the office, and produce more uniformity in the management of school matters.

THE per cent. of attendance in the Primary Department of the Bloomington schools, for the last four months, is 96.4, or for the year, 75.5. The average number belonging was 96. Owing to the want of room, the half-day system was employed.

George W. Lee, the Superintendent, has been elected for another year.

AT Knightstown, the High School is divided into two departments, male and female. This is decidedly "old foggy." With proper supervision, these schools could be brought together with mutual benefit, and with half the present cost.

MARION county has paid into the common school fund, during the last year, \$25,307.96 more than she has drawn out. This a pretty liberal contribution, and is a strong reason why additional school tax should be "local" and not general, as some propose.

WE regret very much to hear that the Trustees of the Vincennes University (?) and the Trustees of the Vincennes Public Schools have failed to agree upon terms upon which they can unite the interests of the two institutions. We regard it as a misfortune to that city.

THE STATE NORMAL SCHOOL.

The third year of this excellent school closed on the 25th ult. The exercises of the graduating class were in every way the most satisfactory that we have attended for years. They were strictly professional in character, consisting largely of regular school-room work, in which the different members of the class displayed the ability and tact of experienced teachers.

The following was the programme observed:

1. Devotional Exercises—Conducted by Hon. M. B. Hopkins, Superintendent of Public Instruction.
2. Lesson on Color—Given to pupils of Primary School, by Miss Susie Barbour.
3. Lesson on number—Given to the pupils of the same school, by Miss Belle Powner.
4. Music.
5. Lesson on Plants—Given to the pupils of Intermediate School, by Miss Hattie Scott.
6. Recess ten minutes.
7. Criticisms on the Preceding Lesson—By the members of the graduating class.
8. The Ideal of the American Scholar at Eighteen, viewed as a Product of the Public School—William W. Parsons.
9. Music.
10. The Conservative Force in American Society—Howard Sandison.
11. Music.
12. Presentation of Certificates.

The lessons on Color and Number were given to a class of Primary pupils; the one on plants to Intermediate pupils. Each lesson was partly review and partly advance.

If we were to make special mention, where every exercise was excellent, we would speak of the lesson on Plants, by Miss Scott, of Terre Haute. It was given with a dignity and ease truly remarkable for one so young, and with such an earnestness and fascination of manner as to rivet the attention of every spectator.

The criticisms made upon this lesson showed, more than anything else, the varied attainments and culture of the class. We would like to speak at length of each performance, and especially of the orations of Mr. Parsons and Mr. Sandison, but our limited space forbids.

The results of the past year's work have established, beyond all doubt, the high character of the instruction given in our State Normal.

This school is pronounced the best in the country, by all the leading educators of other States who have become thoroughly acquainted with its theory and its work. Nor is it without honor in our own State. It has been steadily growing from the first, and the unanimous voice of students and visitors is, that it has achieved a great success. Did the teachers of

Indiana know this, as we do, they would not emigrate to Ohio or Illinois for professional instruction. There is something better than either of these States can afford at their own door.

Pres. Jones, and all the members of the present Faculty, will remain during the next year.

We most earnestly recommend the Normal to all wishing to fit themselves for the teacher's profession. Enter at once and take a complete course, if possible. If you cannot do this, attendance for a single year will be of great value to you.

Of the one hundred and fifty-three, who attended during the past year, about one hundred have determined to complete the course. This is a much larger per cent. than any similar institution can show.

NATIONAL EDUCATIONAL ASSOCIATION.

The next meeting of the National Association will be held in Boston, on the 6th, 7th and 8th days of August next. For a full programme see last number of the JOURNAL. Subjects of great educational interest will be discussed, and every teacher, who possibly can, should attend.

In order that the item of expense shall be as little hindrance as possible, arrangements have been made by which tickets from Chicago to Boston and return, via the Grand Trunk Railway, can be had for thirty-two dollars, perhaps less. The route, in going, may be either all rail or by boat from Chicago to Sarnia, thence by rail; in returning, it will be all rail. Persons can have choice of the routes via Ogdensburg or Montreal. Tickets will be good from July 1st to September 15, and can be obtained only on application to J. L. Pickard, Superintendent of Schools, Chicago, either in person or by letter inclosing postage stamp. It is understood that they are available only to those engaged in educational work.

Fare over the same route from St. Louis will be forty-one dollars.

BLOOMINGTON, in this State, is erecting a new school house at a cost of \$40,000. When completed, it will be one of the finest in the State.

We hope Examiners will give attention to the Superintendent's circular published this month. *Especially the last paragraph.*

THE Peru High School did not have a case of tardiness during the last term.

TRUSTEES should remember that good teachers are in great demand, and that they usually go where they can get most money.

THE State Superintendent, in May, distributed to the various counties, for school purposes, \$1,237,732.44.

Town or City.	No. enrolled.	No. of days of School.	Average No. belonging.	Average daily attendance.	Per cent. of attendance or average belonging.	No. of Teachers.	
Indianapolis.....	4728	20	4394	4117	92.5	699	1833 A. O. Shortridge.
Evansville.....	4130	20	3222	2924	69.7	949	215 A. M. Gow.
Terre Haute.....	2943	19	2369	1916	91.7	890	484 Wm. H. Wiley.
Muncie.....	567	20	490	480	67	18	114 H. S. McRae.
Mikhart.....	556	20	481	441	91.7	48	117 J. K. Walts.
Lawrenceburg.....	781	20	563	536	92	16	819 E. H. Butler.
Seymour.....	606	30	313	264	84	102	123 J. O. Housekeeper.
Princeton.....	673	20	369	331	89.7	27	107 D. Eckley Hunter.
Noblesville.....	290	20	242	233	96.3	13	149 Jas. Baldwin.
Rochester.....	336		283	256	90		43 Lefe Bryan.
Bloomington.....	615	20	287	267	89.5	119	6 Geo. W. Lee.

INSTITUTES.

- July 8. Union County, at Liberty (Normal Institute), H. K. W. Smith, Examiner.
- July 22. Harrison County, Corydon, Seth S. Nye, Examiner.
- Aug. 5. Boone County, Lebanon, J. Foxworthy, Examiner.
- Aug. 5. Perry County, Cannelton, Theo. Coniver, Examiner.
- Aug. 12. Washington County, Salem, A. A. Cravens, Examiner.
- “ Owen County, Spencer, W. B. Wilson, Examiner.
- “ Sullivan County, Sullivan, G. W. Register, Examiner.
- “ Hendricks County, Danville, A. J. Johnson, Examiner.
- Aug. 19. Madison County, Anderson, H. D. Thompson, Examiner.
- “ Morgan County, Mooresville, Robert Garrison, Examiner.
- Aug. 26. Greene County, Bloomfield, R. C. Hilburn, Examiner.
- “ Marion County, Indianapolis, W. A. Bell, Examiner.
- “ Montgomery County, Crawfordsville, J. F. Thompson, Exam'r.
- “ Floyd County, New Albany, P. V. Albright, Examiner.
- “ Bartholomew County, Columbus, J. M. Wallace, Examiner.
- Sept. 3. Scott County, Lexington, Jacob Hollenbeck, Examiner.
- Sept. 23. Kosciusko County, Warsaw, Walter Scott, Examiner.
- Sept. 23. Jasper County, Rensselaer, S. P. Thompson, Examiner.

PERSONAL.

DR. NEWLAND, a member of the New Albany School Board, who has so generously, for years past, given his entire time to the supervision of the schools, has resigned his place. This will be a loss to the city of at least \$2,000 per year, for it will cost that amount to get a man to fill his place, for it is hardly possible that another Trustee can be found who is at the same time both competent and willing to devote his time to the interests of the schools on a salary of three hundred dollars. And the idea that a large system of schools can be successfully and efficiently run without a supervisory head, however efficient the teachers, is simply preposterous.

B. F. KENNEDY has been appointed Examiner of Johnson county *vice* W. T. Stott resigned. We have not the pleasure of a personal acquaintance with Mr. Kennedy, and only know that if he fills the place of his predecessor *worthily*, he must be a wide-awake man, fully up with the times. Johnson county teachers are advancing, and the Examiner ought to be the leader. We hope for good reports in the future.

HIRAM CONDRY, a student at the State Normal School, was drowned, a few days ago, while bathing in the river, near Terre Haute.

IN addition to the names published last month, we give the name of J. O. Housekeeper as one who may be called upon to assist in holding Institutes. Mr. Housekeeper is well known in the southern part of the State. His address, at present, is Indianapolis.

A. A. CRAVENS, Examiner of Washington county, will open a Normal Institute at Salem, July 22, to continue three weeks. The regular county Institute will follow immediately, beginning August 12. We hope that both the Normal session and the Institute will be largely attended.

Mr. Cravens is a young man, a graduate of the State University, full of enterprise and ambitious to advance the educational interests of his county.

W. T. STILWELL, Examiner of Gibson county, has been honored by having the title A. M. conferred upon him by the Trustees of Union Christian College at Merom. Although Mr. Stilwell is not a regular graduate, he has studied and taught almost everything in the college curriculum. The Faculty and Trustees were satisfied that the title was merited. He is one of the best Examiners in the State.

THE State University conferred the honorary title of A. M. upon H. B. Boisen, Professor of Modern Languages in the same institution. The title is well merited, as he is one of the most efficient Professors in the University.

— PARROT, at present Principal of the Vincennes University, has been elected to the Chair of English Literature in the State University vice Prof. Gay, resigned. This is one of the most difficult chairs to fill, and we hope that Professor Parrot may prove to be the right man in the right place.

D. E. HUNTER will conduct a party of explorers into Wyandotte cave, Crawford county, starting about the 8th of July.

While Wyandotte is not so large as the Mammoth cave, it is said to contain many more curiosities.

ALEXANDER M. Gow, Superintendent of the Evansville schools, was honored this year by being selected to deliver the annual address before the Alumni of his *alma mater*.

PROF. CLARK, of Amherst, who was elected President of the Purdue University, at a salary of \$5,000, and had accepted the place, having had his salary advanced where he now is, has since declined, and so Purdue is without a head.

THE honorary title of LL. D. was conferred, by the State University, on Prof. G. W. Hoss, former editor of this Journal.

W. B. CHRISLER has been appointed School Examiner of Lawrence county vice J. B. Crow, resigned.

J. D. ARMSTRONG has been appointed Examiner of Spencer county instead of J. R. Temple, resigned.

THE Hon. Milton B. Hopkins has been renominated by the Democrats for the office of Superintendents of Public Instruction.

Mr. Hopkins has made a good Superintendent, and no man in the party has more friends among the teachers of the State.

T. J. BYERS, Principal of the Zionsville schools, has been accustomed to hold monthly socials, to which all the pupils and the patrons of the schools are invited. Is this not an excellent idea?

ELI JAY, who taught a very interesting and successful school at Rich Square, Henry county, will continue in charge of the school the coming year.

PROF. E. C. HEWITT, of the Illinois State Normal School, will be the principal instructor in the Marion County Institute to be held at Indianapolis the last week in August.

HADLEY BROTHERS, of Chicago, have changed their place of business from 783 to 136, State street. Their location is now central, and they are always glad to see their Hoosier friends.

DAVID GRAHAM will remain at Rushville another year. As an evidence of his popularity and appreciation his salary has been advanced to \$1,600.

MISS DORA J. MAYHEW, on the 22d ult., sailed from New York with the view of spending one or two years in Europe.

The readers of this JOURNAL will be glad to hear from her.

J. P. ROUS has resigned the superintendency of the Dayton schools to take charge of the Frankfort schools, in place of E. H. Staley, resigned.

E. H. BUTLER has been re elected Superintendent of the Lawrenceburg schools for another year. Mr. Butler is the right man in the right place.

J. C. HOUSEKEEPER leaves for his successor, at Seymour, a complete classification of his school—just what every teacher should do.

J. J. MILLS will return to Wabash next year. The Trustees have promised him more money for himself, more money for his teachers and more of them, and a new school house. They will find him cheap at that. He will spend a month or two of his vacation on the lakes, at the National Association to be held at Boston, White Mountains, Hudson, etc.

EXAMINER W. H. POWNER has sent the name of every trustee in his county, as a subscriber to the SCHOOL JOURNAL—thanks.

J. W. CADDWELL, for three years the wide awake Superintendent of the Attica schools, goes to Seymour to take charge of the schools there. Mr. Caldwell did good work in Attica, and we shall be much disappointed if he does not give eminent satisfaction at Seymour. His salary will be 1,400 dollars.

PROF. W. F. PHELPS, President of the Minnesota State Normal School at Winona, and well known to the readers of the JOURNAL through his writings, was lately presented with a fine microscope, worth 150 dollars. It was given by the Prudential Committee, the teachers and the students, as a testimonial of their high regard. The presentation speech was very happy, and gave the Professor some high and well deserved compliments.

W. P. BLAIR, who has been connected with the Indiana Reform School, at Springfield, has lately been appointed Assistant Superintendent of the St. Louis Reform School.

THE Hon. Barnabas C. Hobbs has been appointed a member of the Normal School Board in place of John Ingles, resigned.

We are informed that E. H. Staley, who has so successfully superintended the Frankfort schools for the past five or six years, has resigned and become Editor of the Frankfort Crescent. While we regret to lose Mr. Staley from the profession, we wish him the highest success in his new field of labor, and feel sure that the cause of Education will still have his earnest support.

H. L. Rust, of the Pendleton schools, has been elected Principal of the Second Ward school in Indianapolis.

OUR COLLEGES.

In answer to letters addressed to the various colleges of this State, we have received the following facts:

EARLHAM COLLEGE, near Richmond, controlled by the Friends. Joseph Moore, President.

Enrollment for past year, 212.

In College Department, 52 males and 19 females; total, 71.

In Preparatory Department, 86 males and 55 females; total, 141.

No Academic Department. Graduated this year 3 males and 4 females.

A Preparatory Department Essential. Have a lecture on each Saturday evening, generally given by some member of the Faculty.

Employ 8 to 9 instructors. Endowment \$55,000.

A well furnished reading room connected with the library.

"Consider the influence of the sexes mutually beneficial as regards both scholarship and deportment."

NORTH WESTERN CHRISTIAN UNIVERSITY—Indianapolis—Christian Church. W. F. Black, President.

Enrollment for past year, 280.

In the Academic Department, 25.

Graduated, this year, 7 males and 1 female, and 7 in the Law Department.

Number of instructors 13. Endowment, \$140,000.

"The presence of ladies has a very salutary influence on both the scholarship and deportment of young men."

NOTRE DAME, near South Bend. Catholic. W. Corby, President.

Enrollment in College Department.....	100
Enrollment in Preparatory Department.....	100
Enrollment in Scientific Department.....	75
Enrollment in Commercial Department.....	125
Total.....	400

Number of graduates, 25; number of members of Faculty, 30.

Course of lectures sustained. No endowment.

All gentlemen in the University. "The presence of young ladies would ruin our school."

UNION CHRISTIAN COLLEGE, Merom, controlled by the (Old) Christian Church. Thomas Holmes, President.

In College Classes.....	9
In Scientific Course.....	27
Preparing for College.....	19
Academic Department.....	107
Total.....	162

Of these 52 are ladies. Graduates this year, 2. Members of the Faculty, 4; other teachers, 6. Subscribed endowment, \$100,000; of this only \$80,000 is now productive. Preparatory Department indispensable.

"The co-education of the sexes, *under suitable restrictions*, is productive of good, and only good, upon the behavior and scholarship of both parties."

On a high bluff of the Wabash—the most beautifully located college in the State.

BROOKVILLE COLLEGE, Brookville, J. P. D. John, President.

Enrolled, 130. College Department, males 30, females 40=74; Academic Department, males 12, females 18=30; Preparatory, 30.

Number of graduates this year, 4; number of members of Faculty, 4. Occasional lectures. No endowment fund, and no debt.

"The union of the sexes has a good effect upon the deportment and scholarship of each sex."

HANOVER COLLEGE, Hanover, Presbyterian. Geo. C. Hickman, President

Enrolled for past year, 176. Collegiate Department, 132; Preparatory Department, 44; graduates this year, 17. Total graduates, 373.

Members of Faculty, 8; Classical students, 110; Scientific students, 66.

Preparatory Department valuable—aiming at an Academy separate from the College.

No female students. Endowment over 125,000 dollars. In addition, unpaid bequests, 22,000. Tuition free.

Property valued at over 100,000 dollars. College grounds 214 acres, commanding the most beautiful scenery of the Ohio valley.

HOWARD COLLEGE, Kokomo, M. B. Hopkins, President. Enrolled during the year, 300; one-third females. One graduate this year. Eight members of the Faculty.

The College has been in operation but two years. No endowment.

"To educate both sexes together is a success." This College excels in facilities for cheap boarding. Young men board in clubs at one dollar and fifty cents to two dollars per week. A large boarding house, conducted by the Faculty, furnishes rooms and boarding to young ladies at two dollars and fifty cents to three dollars per week. Tuition low.

WABASH COLLEGE, Crawfordsville, Presbyterian. Joseph F. Tuttle, President. Enrolled in College Department, 83; enrolled in Preparatory Department, 151. Number of graduates this year, 9. Number of Faculty 10. Consider a Preparatory Department essential. Have frequent lectures from the Members of the Faculty, and some from abroad.

Ladies not admitted.

Endowment, cash, 140,000 dollars, and several thousand acres of wild land. Have a beautiful campus. New building, just about finished, with Society Hall, Libraries, Cabinet, etc., with all modern facilities, worth 120,000 dollars. Gymnasium, not yet finished, 15,000 dollars. Dormitory and Academy, 25,000 dollars.

In addition to the above endowment, the Institution has 28,000 dollars bequeathed by John C. Baldwin, of New York, with which to assist indigent worthy students.

STATE UNIVERSITY, Bloomington. Cyrus Nutt, President. Total enrollment, 401. In Collegiate Department, 267; Law Department, 41; Medical Department, 92.

Graduates this year in College.....	26
Graduates in Law Department.....	25
Graduates in Medicine.....	26

Total.. ..	77
Number of Faculty in College.....	15
Number in Law Department.....	2
Number in Medical Department....	9

Total.....	24
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"Of the collegiate students 43 are ladies. Their presence has a good effect."

Yearly income 17,000 dollars, and should be twice that.

ASBURY UNIVERSITY, Greencastle, Methodist. Thomas Bowman, President—has been elected Bishop in the Methodist Episcopal Church, and has offered his resignation, to take effect next October. Dr. Lock, Mathematical Professor, has also resigned.

Total enrollment for the year, 316, of whom 40 were young ladies.

This is an increase in attendance, over last year, of 25. Number of graduates this year, 28.

The new college building will be inclosed this year.

(No report furnished us.)

SPICELAND ACADEMY, Clarkson Davis, Principal. There are about 175 students enrolled the present term. Have had two classes in Analytical Chemistry during the year. Thirty-five or forty of those now in attendance expect to teach next winter, and several of them are receiving Normal instruction.

Have a new school building completed which, in connection with the old house, will enable us to accommodate 275 students, and expect to fill both next year. The club plan of boarding has been introduced, and the cost of living, to those adopting this method, has been reduced to less than two dollars per week.

HARTSVILLE UNIVERSITY, Hartsville, United Brethren. J. W. Scribner, President.

Total enrollment for the year, 213. Classical Department 23 males and 8 females. Theological Department, 11. Whole number of ladies, 65. Members of Faculty, 7.

We believe that teachers generally will be pleased with this number of the Journal. They will find a great deal that is practical and instructive in the contributed articles, several things that they ought to know in the official, and a great variety of educational news in the miscellany.

Owing to our protracted absence from the city, this number has been delayed beyond the usual time for publication.

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ARITHMETIC AND HOW TO TEACH IT—IV.

BY PROF. E. C. HEWETT.

COMPOUND NUMBERS.



Y former articles have been published at such long intervals of time, that it may be well to remind readers of the JOURNAL that we made some general criticisms in number One; in number Two, we dealt with the first principles involved in the making and writing of numbers; in number Three, we treated of the different kinds of ones, or of primary and relative units. We will now turn our attention to *compound numbers*; and, first of all, we must see clearly what we mean by this term, and how compound numbers differ from simple numbers. I shall not give you the common statement, that compound numbers consist of more than one denomination, while simple numbers consist of one denomination only. I have two rather serious objections to this statement; first, it is not true; second, it would be of no practical value, if it were true. It is true, as we have seen, that a simple number *may be* used as of one denomination, giving to the whole the name of the primary unit; but it is also true that the number contains as many denominations as there are figures used in expressing it.

By the way, why should we trouble little pupils with that long word *denomination*? Let us say *name*, instead. We might say truly, perhaps, that a simple number is one that may be read with a single name; but let us see why this is so. We can al-

ways read a number with but a single name, when its expression requires but a single figure or group of figures in the decimal system; or when, if fractional, it has but a single denomination: in other words, when the different ones are of such a kind that ten of a lower order always make one of the next higher. I propose, then, this definition for a simple number: a simple number is one in which ten units of one kind always make one of the next higher. To define a compound number, put in the above the word *compound* for *simple*, and insert *not* before *always*. All decimal numbers, therefore, of every kind, including numbers in federal money and the metric system of measure, are *simple*; and it is the height of nonsense to call them anything else. Integers, decimal fractions, mixed decimals, numbers in federal money and in the metric system, rest on exactly the same principles, are wrought upon by precisely the same rules, and *may be* taught before the pupil has learned anything in particular about common fractions or compound numbers. Perhaps it is not best, practically, to leave the last two till the others have been fully dwelt upon; but certainly, in teaching the others, at whatever time it is done, it should be shown that they are all exactly alike, involving the same principles and processes.

If one chooses to say that numbers are simple whenever the ratio of increase is *uniform*, *although not ten*, thus making duodecimals simple, I have no serious objection; still, as our system of notation is decimal and not duodecimal, I prefer the statements given above. A compound number, then, is one in which ten units of one kind do not always make one of the next higher; and all the operations on compound numbers differ from similar operations on simple numbers just so far as this fact makes them differ, and *not a whit farther*. This very important principle should not only be clearly in the mind of the teacher when he introduces his little pupils into the mysteries of compound numbers, but the pupils themselves should be led to see and recognize it all the time. Perhaps the best way to do this is at first to carry on an operation in simple numbers exactly similar, at the same time that the first operations in compound numbers are presented.

We will now turn our attention to some of the common operations in compound numbers. Of course, one of the first things to be done is to *master* the tables; this is a mere work of the

memory, and, like the committing of all tables and formulas, it must be *complete*, or it is worse than useless. But, it seems to be desirable that there should be as little as may be of this work; hence, I would suggest that only the more useful of the tables, like those for the measures, English money, etc., need be committed at all. I am not quite sure whether I know the table for Apothecaries' Weight or not; I am sure I do not know that for Apothecaries' Fluid Measure; and I do not feel very badly about it, because I can use my memory for better purposes.

Let us suggest one or two points about addition and subtraction of compound numbers. In French's Common School Arithmetic, ex. 13, p. 148, we have the following:

lb. oz. In solving this, let the pupil see that his object in adding the ounces is to get a number 16 as often as he can.
 2 11
 3 6 If he takes 1 from 6 and puts it with the 15, at the same
 1 15 time putting the remaining 5 with the 11, he will have
 ——— two 16's, or 2 pounds to put with the 6 pounds. This
 8 0 will illustrate a method of proceeding that will, at the same time, keep his interest awake, and make him observe first principles.

On page 151 of the same book, ex. 6, gives a good opportunity for illustrating what I wish to say about subtraction; it is as follows:

oz. pwt. gr. Let him take 1 pwt. and consider it 24 grains;
 8 5 12 then, taking away the 15 grains, he will have 9 left
 5 8 15 to put with the 12, making 21. One ounce now
 ————— will equal 20 pwts., from which, taking away the 8,
 2 16 21 he will have 12 left to put with the 4 he now has,
 making 16.

Example 2, on page 155, gives the following work:

£. s. d. Here is an opportunity to suggest a short cut that
 3 2 6 may often be taken in multiplication, frequently with
 25 more advantage than in this case. Observe that 6d
 ————— is $\frac{1}{2}$ a shilling; 25 times that will give $12\frac{1}{2}$ shillings.
 78 2 6 25 times 1s. gives $1\frac{1}{2}$ £, and 25 times 2s will give
 $2\frac{1}{2}$ £., to which I add 10s. from the 12s., making 3£., and
 have 2s. left.

I have intended, in these suggestions, to point out to the thoughtful teacher methods by which he may keep his pupil's

thought awake, and, at the same time, deal with smaller numbers than he would have by the common methods.

I will conclude with some suggestions about reduction; although I would not be in haste to use the words *reduce* and *reduction*. Suppose I change 2 lbs. 8 oz. to ounces. For the beginner, I would always insist upon reasoning, like this: there are 16 ounces in one pound, hence in 2 pounds there are 2 times 16 ounces, etc. If the change is in the other direction, let the reasoning be: Since 16 ounces make one pound, in 40 ounces there are as many pounds as there are times 16 ounces in 40 ounces, etc. I think this style of reasoning is the only kind proper in any question of reduction, until the pupil is *very* familiar with it. For the more mature pupil there is a *general* formula for every conceivable kind of reduction, that he had better master and use. We divide it as follows: *Since reduction is changing the unit of a number without a change of value, it will follow that we must multiply the number of units we have by the reciprocal of the ratio of the size of the new unit as compared with the size of the present unit.* To illustrate, I wish to change 4 yards to feet. I reason and work as follows: The foot is $\frac{1}{3}$ of a yard, hence I must have 3 times as many feet as yards, or 3 times 4 feet, making 12 feet. If I wish to change 32 ounces to pounds, I say, since the pound is 16 times the ounce, I must have $\frac{1}{16}$ as many pounds as ounces, or $\frac{1}{16}$ of 32 pounds. Suppose I wish to change 22 yards to rods, I say, since the rod is $\frac{1}{2}$ of the yard, I must have $\frac{2}{1}$ as many rods as yards, or $\frac{2}{1}$ of 22 rods. This is a *general* formula, and when once mastered is a great saving of time; but, like all generalizations, it should not be presented too early. It is easily seen that its truth depends upon the fact that *the product of two reciprocals is always units*. I think I have never seen the above formula for reduction in any book. I hope I have made it intelligible; and my readers will allow me to suggest that it is well worth their attention, and, if need be, their careful study.

NORMAL, July 4, 1872.

A LATE writer has acquitted Nero of playing the violin while Rome was burning. He proves an alibi. Besides, Nero couldn't fiddle.

MODES OF EXAMINATION.

BY DORA J. MAYHEW.

(Continued.)



HAVING presented, in a recently published article, somewhat at length, the various advantages to be conceded, and the more numerous objections that may be urged against the old and time-honored mode of oral examination; having shown, if our purpose has not failed, how, through the cloud of defects that follows in its train, shines the steady light of merit not to be disputed, it remains to be decided whether a written system may best be employed to supplement its good results, or be, more profitably, substituted in its place.

If the latter can be proved superior to the other as a standard of judgment in the promotion of pupils, then practically must it be our chosen means for attaining that object, while our various oral tests, and with them whatever daily records we may keep, must stand as mere preliminary steps to the more perfect system.

Indeed, analyzing carefully the process that calls for the committal of one's thoughts to paper, instead of granting to them oral expression, there appears to be hardly a substantial advantage we were ready to claim for the one that does not characterize the other also.

Is ease of expression desired? It may be secured, in good measure, by a frequent use of the pen.

Would we test a pupil's power of attention? Without it, he will but inscribe with his own hand, upon the blank sheet before him, his sentence of continued application to the study under examination.

Is accuracy of statement an object worthy the seeking? "Writing," says a wise author, "makes an exact man." And again another, "Men are but children, of a larger growth."

Still further, if we seek, in ascertaining a scholar's standing in any given branch of study, to learn also of his progress in the more comprehensive work of gaining for himself, in the truest sense, an education, we need to be informed how great is his knowledge of the structure of his native tongue; we would de-

cide whether he understands aught of the correct use of language; whether or not his chirography is legible; whether his spelling gives credit to his previous training; whether he retains and practices the various kinds of knowledge that daily drill and repeated lessons, year by year, have placed within his reach, or has allowed them, with his rhetoric, to be reduced to the rank of lost arts.

We have stated, as some of the most serious objections to the oral system of examination as a basis of promotion, the fact that it is justly accused of giving to different pupils very unequal tests of progress.

By no possibility can the same be asserted of the written method.

Indeed, one of the great recommendations of the latter is the fact that, granting to all who engage in it exactly the same work, with precisely similar chances to each, if his previous course has merited it, no complaints can be urged against the results if they fail to reach the desired grade.

Moreover, while the spoken word passes by and is forgotten, with the record of the flying moments, that which is written endures and may be produced, should disputes arise, in the assignment to a class of ranks in scholarship, as a swift witness against ignorance and consequent deficiency, or as an equally valuable proof that the claimant for better standing is worthy of what he demands.

Two quite plausible, and probably to some extent, valid objections have been urged against a system of written examinations.

The first applies only when it is employed, to the exclusion of daily records of recitation, as a promotion test.

This, in brief, is its charge, that pupils who acquire knowledge readily, and are apt in the devices of mischief, will delay the work of study until the appointed day of examination approaches, and then, by a small amount of labor, will gain for themselves immunity from the consequences of possibly a whole month's loss to themselves in the formation of unscholarly habits, and of injury to a class from the influence of an evil example.

In reply to this objection, we can only say that the plans and rules of school, like those of the government which it represents, are made for the many and not for the exceptional few, and that human ingenuity will probably never secure, what certainly it

has not yet devised, any means whereby the natural business of the human kind shall be so corrected that some shall not be delinquent in duty, some shall not refuse to bear to-day the burden that either the morrow may carry, or the uncertainties of the future allow to remain unlifted or unborne.

If no other cure for the defects of such pupils can be found, let them be a few times overtaken, in their fancied security, by a day of reckoning in the way of examination, for whose early coming they looked not, and they will soon realize the advantage of *doing over delaying*.

The second objection, urged in the interest of the teacher, solely, is, that the employment of written examinations, so conducted as to secure the best objects of the same, makes large demands upon a teacher's time and thoughts during hours when he is nominally free from the cares of his profession, and when he sorely needs both rest and the recuperating force of sleep to restore his wasted strength.

Few of us who have ever borne a part in the common school work, especially where this system has been carried to a great degree of perfection, can forget the weary hours we have spent, when dizzy head and aching eyes, and dire confusion of thought cried out loudly for reprieve from the necessity of bearing home for correction those rolls of penciled manuscripts, whose number was truly legion.

Yet, as positively, probably, can it also be asserted that not one of us all is ready to dispense with the advantages that our pupils reap from this same ever recurring as ever difficult trial of ours.

Nor should we once forget that ours is the sowing whose harvest treasures shall be garnered, in the perfection of their ripening, for the store-houses of eternity, and that hereafter, if here our full award comes not, we may be truly "remembered by what we have done," and our time of folding of hands be celebrated on the heights of *everlasting* rest.

Were we, then, in view of their various points of recommendation and of failure, to pronounce judgment between the two different methods of examination, we could not hesitate to say, let us have written work first, last and *always*, firmly believing that by this will the greater number of good ends be secured, and that by this only can promotions be fairly made.

Nor would we, under any circumstances, take account of the work of any public oral examination, in advancing pupils, serve this ever so many useful purposes of culture, of self-possession, of pleasure to friends, or of satisfaction to ourselves. Our reasons have already been plainly stated, and need no repetition.

But could we at once fully decide how our examinations shall be conducted in form, our battle with difficulty would have achieved but a partial victory.

Scarcely less important is the solution of the questions:

To secure the objects we have declared to be sought in this work, by whom shall our questions be prepared?

Who shall act as umpire in a matter involving often the interests, alike, of many teachers and pupils?

What shall be the character of these examinations, that upon a comparison of the work of different pupils and of different schools, too, their capacities may be rightly judged?

To the first and second of these queries we can give but one reply.

If possible, let *not* the teacher who has charge of a class either prepare for it the test questions of examination, or decide concerning the merit of their work when completed.

For many reasons we would urge this, but, chiefly, because we who teach are so entirely familiar with our own special modes of instruction and questioning, that we shall hardly avoid the danger of narrowing our work to the supposed capacity of our scholars, so failing to demand of them such range of thought as another, possibly no more efficient than ourselves, may succeed in obtaining, by the different method his habit of teaching may suggest.

And to avoid any imputation of unfairness or partiality, we would prefer always that the work of grading papers should be done by some other than the teacher, the standing of whose pupils and the quality of whose instruction is under consideration.

Besides, teachers are thoroughly human, and, as few of them would ordinarily ask of their pupils, in examination, questions they could not hope to have answered with reasonable accuracy, so there are few who might not, at times, show to members of their own classes too much leniency, or an undue amount of severity in judgment.

In the lower departments of schools well graded, and under

efficient management, plans can be made with comparative ease, by which these matters may be satisfactorily regulated; but in our high and other advanced classes of schools, they are attended with some serious difficulties, of which, however, our limited time forbids even a casual mention.

But could we, by any amount of consideration and discussion, fully and finally determine what form of examination will best answer the ends proposed, and with whom most safely may rest the responsibility of preparing questions and judging the merits of their answers, we should have accomplished comparatively nothing unless the work be well arranged and thorough on the part of the examiner, and entirely fair and honest to the full extent of the scholar's responsibility.

Many teachers fail notably in point of high success, because they lack discrimination between what is of merely minor consideration, and that which is vital to a pupil's progress, in being essential to his thorough understanding and complete mastery of a subject. In a similar way do our examiners exhibit frequently a deplorable lack of judgment when they ply our classes with questions through whose leadings is evolved nothing worthy the time or the effort.

My pupils may be well versed in all important topics of common geography, and yet fail to tell you on which bank of some insignificant stream of Central Asia, Looboo is located.

They may have a thorough knowledge of the leading events in our country's history, and still prove ignorant of both the name and the age of the pilot of the Mayflower.

They may satisfactorily explain to you what natural causes promote a country's growth and progress in either civilization or the arts, they may be prepared to converse intelligently about the physical condition of the globe, and yet be utterly unable to state how many invalids are benefited annually by visiting the Virginia mineral springs.

They can possibly elucidate, at your request, many a point of difficulty in the geometrical processes of Euclid, and fail, notwithstanding, to remember the exact number of corollaries and scholia that supplement each proposition in course.

Not to extend these illustrations, which certainly find frequently their parallel in the actual work assigned to both pupils and teachers on occasions of examination, may we not fairly sug-

gest the inquiry whether a revolution in our forms of questioning might not add much to the efficiency of any kind of test work we may adopt.

Let us always have principles, rather than detached and insignificant facts that serve merely to burden the memory; let us aim at the *grasping* of subjects, instead of the mere *skimming* of their *surface froth*. And when we have devised for all the forms of our work plans that will enable us to secure an approximation to all we desire, if not the blessing of the full measure, let us remember that as the glorious trinity of human graces is led and glorified and crowned by the greatest of all the sisterhood, which is charity, so among the qualities of wisdom, patience and honesty, without which no teacher is worthy the name, pre-eminent is honesty—honesty which shall so pervade his principles and be exemplified in his actions that it shall control his pupils and rule their work.

May no distant day bring the time when one hundred per cent. shall cease to be a standard above or below which anybody's scholars may be supposed to rank with about equal chances of accuracy; when they who teach and they who are taught shall alike glory in substance and not in show; when the changeless value of refined gold shall secure for it a place above the brass that sounds, and the tinsel that glitters, the one heralding only hollowness, as the other betokens naught but deceit.

SOME of our readers, who have lived fifty years, may be glad to know what they have accomplished in that time. According to a French statistician, the average man has, at that age; slept 6,000 days, worked 19,500 days, walked 800 days, amused himself 4,000 days, spent 1,200 in eating, and been sick 500 days. He has eaten 17,000 pounds of bread, 16,009 pounds of meat, 4,000 pounds of vegetables, fish, etc., and drank 7,000 gallons of liquids. There are 18,250 days in half a century, and from the above statement it would seem that a man slept just one-third of the time.

COMPULSORY EDUCATION.

BY M. EMBREE.

BECAUSE some of the most highly educated nations of Europe have laws compelling school attendance, many of the American people regard them as the basis of their great success, when the truth is. they have but little to do with it.

The warmest advocate of such laws cannot claim that they will educate the children, but merely that they will place them in a condition to be educated, and yet statistics show that in these countries where they have been thoroughly tested, they have failed to secure as good attendance as has our own glorious system. Prussia, Norway, Sweden, Denmark, France, Spain, Portugal and Italy prove this. All these countries, as well as some others, have laws requiring children between certain ages to be in school, and yet, in Norway, only one to every seven of her population is receiving instruction. In France one to ten, while Spain and Portugal are so low down in their educational work as to scarce deserve notice. Italy has about two-fifths, not of her entire population, but two-fifths of her children between the ages of six and twelve in school, although this is the period the law requires them to be receiving instruction.

In Prussia, a law compelling children, between the ages of six and fourteen, to attend was thoroughly tried for 132 years, and yet, at the end of this time, it was found that only 80 per cent. of her children of this age were in school, while in New York more than 80 per cent. of those between the ages of five and twenty-one attended school, and it is estimated that as much as 90 per cent. of those between six and fourteen (the Prussian school period).

Illinois has 1 pupil in school for every 3.7 of her population. Ohio, 1 to 3.6. Minnesota, 1 to 4.5. Michigan, before the passing of her compulsory law, 1 to 4.5, and Maine 1 to 3.2, the latter having a greater proportion than any other State or country in the world. So far back as 1860, there was one to each 4.9 of the entire population of the United States, not including slaves, and 1 to each 5.7 including slaves, receiving instruction, either of which is greater than any other country save Denmark, which has one to 4.6; but Denmark has a law which allows no person,

who cannot read and write, to marry, and doubtless this is much more effectual than the one compelling school attendance.

Thus, stern facts show that the United States has a much larger proportion of her population in school than have these countries, and yet their education is far superior and much more nearly universal than with us, hence we must look beyond these laws to find the foundation of their far-famed success.

In Prussia it commenced with the establishment of a sufficient number of Normal schools to educate every person who should teach within her limits. Preparatory departments are connected with these schools, in which all persons desiring to enter the profession are tried for six months, and, at the end of this time, only those who have shown the greatest ability for the business, are allowed to enter the Normal school; here they must remain three years, and not only honorably finish their course of study, but also prove themselves efficient teachers before they are allowed to take charge of a school. Thus Prussia, as well as the most successful of the other countries, has only the best of the best for her teachers. Would that we had such only. To render these schools still more efficient, the law provides that teachers leaving them shall return, after three years, for another examination, and, if found deficient, receive further instruction. Old established teachers, who fail to make sufficient progress, either in skill or their own culture, are required to receive the necessary instruction in one of these Normal schools, or else quit the business.

Persons acquainted with the history of those countries where the success has been the greatest, universally attribute it not to any compulsory laws, but to the superiority of their teachers and schools, and who can deny it in the face of the following facts:

In Switzerland, each canton makes its own school laws, hence there are four or five that have never compelled their children to attend school, and yet education is as nearly universal and of as high an order in these as in any of the others. But Switzerland supports a thorough system of Normal schools, and then demands much of her teachers.

France has, for more than thirty years, had a law compelling school attendance, and yet, when Hennequin was General Inspector of Education, he made this very pertinent statement, viz: that the schools of France were "far inferior to those of Germany

in attendance, universality and quality of education, because the Normal schools had not yet been able to supply a majority of the Communes with well trained teachers."


Frankfort has never had any compulsory law, and yet her children are just as regular in attendance at school as those of any other German town; and it is stated, by good authority, to be generally believed in Prussia, Switzerland and Germany, that if at any time these laws should be repealed, it would make no difference whatever in the school attendance, as the parents are so anxious for their children to be under the care of such noble and efficient instructors.

Much as these countries have done toward universal education, Holland has done still more; as it is stated, by good authority, that she has not *one* adult citizen who cannot read and write; yet she has never compelled her children to attend school. Then: why this success? Prussia, Germany and Switzerland have excellent teachers, but as Hickens says, "The Dutch schoolmasters are decidedly superior even to them, and, consequently, the schools of primary instruction in a much more efficient state."

No compulsory law can make a success of education without good schools. Give us none but well trained, thoroughly educated teachers, whose hearts are in the work, and we shall have no need of any such law, as the above facts must conclusively prove.

ROME.

BY MRS. J. G. KINLEY.

AVING Pisa in the morning train, we started for the Eternal City. The country was quite level and not so highly cultivated as I expected to find it. Dates, olives and grapes were abundant, still, after having seen the garden-like farming in Germany and Switzerland, I may be excused for instituting a comparison between the frugal thrift and neatness of the cultivators north of the Alps, and the lack of them in those living south of these mountains.

The day was bright and glorious, and we noted the old ruins which everywhere abound. Occasionally a glimpse of the blue

Mediterranean and its islands, gave us unspeakable delight. Unlike, in color, other large bodies of water we had seen, was this same sea—so very blue and sparkling that I longed for a nearer acquaintance. It came one day, but I found a near acquaintance not so enchanting as distant, occasional glimpses had been. For many hours our route lay along its banks, and after noon we reached Civita Vecchia. Here, with special pomp and parade the Pope's officials demanded our passports, and proceeded to search our baggage, if happily they might find a cigar or plug of tobacco. It was the first time our passports had been demanded, as also the last; for previous to the Franco-Prussian war, this little piece of pious territory alone adhered to the ancient custom. At Palo we left the coast and went into the valley of the Tiber, and just as the sun was setting we reached Rome. How glorious it was, and how radiant everything looked in the dazzling light of a Catholic sunset. Our railway terminus was near the Baths of Diocletian, and we drove to a hotel, considerably elated with the prospect of exploring this renowned city.

In the morning we paid our respects to St. Peter's Cathedral. It stands on the site of the ancient temple of Jupiter Vaticanus, and was the place where the vates, or augurs made their auguries from the victims sacrificed there; hence came the name, Vatican. The statue of St. Peter was carved for Jupiter, and was converted to a statue of St. Peter by the simple process of baptism. Hundreds of pictures adorn the walls of the different chapels, and finely chiseled monuments meet you at every turn. The head and bust of the Countess Matilda particularly arrested my attention. She held a Pope's mitre in her hand, which caused me to inquire where the statue of the Lady Pope could be found, and was told that the same marble was supposed to be her's, as she held the mitre, but the name had been changed from Manna to Matilda. Among the relics in the Cathedral is the *identical* chair in which St. Peter used to sit. Of that we cannot say, but it is wonderfully gilded, and unlike other celebrated chairs we had seen, it was not to be profaned by the persons of visitors. After looking as long as we could, and promising ourselves several more visits, we rode to the old Roman Forum. There were the remains of the Temple of Concord, three columns of the Temple of Vespaian, a colonade of the Temple of Saturn, and a Temple of Vesta in a good state of preservation. We then

went to the ruins of the palace of the Cæsars, and saw the excavations going on by the workmen employed by Napoleon the III, who owns the ground. As we wandered through the arches and under-ground tunnels, we were shown another palace of older date, upon which Cæsar's had been built. The Mosaic pavements were still fresh and beautiful in places. From this hill, the Palatine, we could see the other six hills very distinctly. The Rome of to-day is not upon the seven hills, as formerly, but nestles in the valley at their feet. Walking a short distance from Cæsar's Palace, we stood upon the far-famed Tarpeian Rock. At its present height, it did not seem to be such a fatal thing to be thrown from its top, and had I been a condemned criminal of that time, I would much have preferred my chances of escape from such a toss than from the arena of the neighboring Colosseum. Visiting the Baths of Caracalla, we turned our steps towards the greatest wonder of Rome, the Colosseum. It might still be in a good state of preservation but for the vandalism that removed its pillars and large granite blocks wherewith to build churches. It covers six acres of ground, and three orders of architecture were used in its construction, the first story being of the Doric, the second of the Ionic, and the third and fourth of the Corinthian order. It is said to have been capable of seating eight thousand persons.

We were, by this time, exceedingly tired, and rode out on the Appian Way, through the valley of Egeria, to rest ourselves, and leisurely stopping at the tombs of the Cæsars and Scipios, and at the Columbaria. We rambled over the Circus of Romulus, but we could not enter the tomb of Cecilia Metalla, because the Pope had some scruples against visitors entering this holy place. We were, however, permitted to enter the Church of St. Sebastian, to see the *original* granite slab upon which Christ stood, leaving the imprint of his feet in the solid granite, about an inch in depth. The priest assured us of the fact, and charged therefor one franc. From this church a door leads to the catacombs. With lighted torches and a villainous looking priest for a guide, we descended the stairs into the labyrinths below. It was all my nerves could endure, and I was glad when we left the abodes of the dead and returned to daylight. These catacombs extend under the city and suburbs, and were hewn out of a kind of Touffa rock.


Rome is full of churches, many of them having been built upon old heathen temples, and the relics are wonderful to a skeptic. In one we found a nail of the true cross; in another, the heads of Peter and Paul, and a Bambino Christ, who performed miracles; in a third was the table upon which the lots were cast for the raiment of Christ, and a rock that was rent at the crucifixion, and a hole through a granite slab, made by the descent of the holy water from heaven. St. Peter's chains were very plenty, but it requires a golden key to unlock all these mysteries. Priests are willing and anxious to show these treasures, but your gold is the main object with them.

Virgin Marys are in great abundance, but there is one in St. Agostino upon which the value of a million francs, in diamonds, are hung, that have been donated to her for the miracles in the way of remarkable cures she has performed. She is literally covered with diamonds. The baby Christ in her arms has diamond ear-rings, necklace, bracelets, crown, and many other equally costly and absurd trinkets. Mary has a bronze foot, which the people reverently kiss, and there were crowds standing there when we visited the churches, waiting their turns for this species of devotion. Then there are the Scala Sancta, or Holy Stairs, over which pious persons are continually going on their knees, thereby purchasing nine years of indulgence for every stair, and there being twenty-eight in number, a surplus is obtained, to be devoted to souls in purgatory. The boards of the manger is another holy relic that draws a half franc from curious travelers. We climbed Mount Janiculum to obtain a good view of Rome, but in the midst of our sight-seeing we were told that St. Peter was crucified here, so we must give a franc to see the very spot. A little holy dirt is all we received, apparently, for our money, but the lessons in credulity we learned cannot be measured.

LONDON has a population of 3,883,092, which is more than New York, Philadelphia, Boston, Brooklyn, Chicago, Baltimore, Cincinnati, New Orleans, San Francisco and Buffalo all put together.

THE SCIENCE OF MORALS.

BY A. M. GOW.

 THE study of Ethics is generally postponed to the last year of the curriculum of the higher institutions and omitted entirely in those of the lower grade, for the reason that it is supposed to require a considerable maturity and discipline of mind to comprehend it. That it is a study well calculated to develop the intellectual power, there can be no doubt; that it is, also, one of the greatest practical utility, involving as it does, a knowledge of all our relations to God and man, is equally true.

If the happiness and usefulness of the individual, and the welfare of society at large, depend upon the knowledge and practice of the science of morals; if its study tends to expand and strengthen the mental faculties, there can be no doubt of its supreme importance as a branch of study, and, the only question is, whether its postponement to so late a period is a wise arrangement. Practically, we hold children and youths accountable for their observance of the rules of morality, and yet the teaching in this department is, for the most part, irregular as to time, and informal and unsystematic in method. We expect them to know and to do what is right, but take little or no care to give them systematic and progressive instruction.

If the same methods were adopted to teach mathematics or grammar that are generally depended upon to give a knowledge of the science of right and wrong, how contemptible would they appear, and how insufficient their result. The teaching, aside from that received at home, for which the schools are not responsible, is varied in method and quality, consisting generally in the recital of anecdotes, the reading of little moral stories, and the punishment of those who have done wrong. In addition to these agencies for the instruction of children in morality, the reading of the Bible and the exercises of the Sunday School are relied upon as essential. Now we would not be understood to undertake any or all these methods of imparting notions of right and wrong to children, but we feel that these are not enough. We need the anecdote, the parable, and the Bible reading, but as long as our schools are disfigured with the grossest violation of common decency; as long as deception, evil communication, vulgarity of speech and manner, and opposition to authority do

not receive the decided disapprobation of the moral sense of the majority of the pupils—so long they must be considered insufficient to make pure, good and true scholars.

All schools should be places of true refinement and elegant culture, and when they are not, they must be nurseries of vulgarity. Such refinement and culture are the result of training; regular, systematic, progressive training. But training does not consist in anecdotes, good little stories, well-intended speeches, or in selections from the Bible. It consists in putting pupils through the same method of instruction of study and discipline that are required in other branches, so that their knowledge of right is infused into them and becomes a habit of life. The school is a miniature state, and that pupil who has been trained to habits of honor, honesty, truthfulness, respect for the right, and feelings of others, to understand his duties as well as his rights, will be developed into the useful, honorable member of society at large.

But the teaching of Ethics is not, as some suppose, the inculcation of a system of religion. A system of religious doctrine or belief cannot be lawfully taught in the schools of the State, but there is no religion that is professed in the United States that does not encourage and teach the great principles of morality. This is a common platform and on it all religions may stand. It interferes with the conscience of no one to impart the principles of love to God and man—teaching children to be pure, kind, just, honest, truthful, humane and obedient.

When this subject is properly understood, it will be introduced into every school in every grade, as essential, not only for the future welfare of the pupil, but for the present management of the school itself. An institution that is properly instructed in the theory and practice of morality will not need to be governed by force.

But how shall this be brought about? It can only be done by the teacher's first appreciating the necessity of such instruction, and then going to work to supply it. Those who are practically in earnest will study, not so much the metaphysics of moral philosophy, as its application to the necessities of the school and the home. The instruction must be as regular, systematic, and progressive as that in any other branch; it must be adapted to the mental capacity of the school, and enforced as the governing

principle of every action. It is in this way alone that our schools will be distinguished as superior, and our pupils become as we would have them, first pure, then peaceable, gentle, easy to be entreated, full of mercy and good fruits, without partiality and without hypocrisy.

HOW I TEACH.



LAST winter I taught school in the country. Forty-nine pupils presented themselves before me the first day. The weather was cold, but I was at the school house early and had it comfortable before the children began to arrive. As they came in I endeavored to make their acquaintance by friendly conversation.

I had prepared myself with a clock and had it suspended on the wall above the black-board. Precisely at 9 o'clock I tapped the bell and all was quiet. After a few opening remarks, I requested all of the pupils who read in classes above the Fourth Reader to prepare a lesson in arithmetic, and each pupil to select his own place of commencement in the book, and to leave all his work on his slate for my inspection. About fifteen of the larger ones were then set to work, while I engaged with the smaller ones. I called in order for those who read in the First, Second, Third and Fourth readers, took the names of those in each class, assigned them a lesson with the request that all who could, should write the first paragraph on their slates, and bring them along when they came to recite. In this way I ascertained that fifteen of the pupils were without slates and had never used them. Five could not read at all. I next called for those who had, during this time, been preparing in arithmetic, examined their slates, formed them in classes and assigned lessons. I had now secured all their names, and had learned something of their former classification, which, of course, had afterwards to be greatly modified, my object being to *get round* and ascertain as far as possible the material with which I had to deal.

HOW MY PUPILS ALL GOT SLATES.

The last thing in the evening before dismissing, I requested

each of the small pupils who had not a slate to bring one the next day, and as an inducement to do so, I promised to give each one of them a nice, new slate pencil. That evening I procured ten new slates, costing fifteen cents each, and one hundred slate pencils, costing thirty cents. Next morning all had slates but six, these I supplied, telling them that they might pay for them at any time, or return them at the close of the term.

HOW THE SLATES WERE USED.

With the point of a sharp knife I ruled each slate in both directions, thus dividing it into small squares. With the small pupils I commenced with the most easily made letter, O. Taking hold of their hands I showed them how to move the pencil around from right to left, and directed them to make "round O" in each of the squares. Had the slate not been thus laid off, the children would not have known where to commence nor when they were done; as it was they were delighted to see their work in such regular order. In this way all of the script letters were taught and in a short time they were able to fill their slates with such words as ox, cat, etc. The all-important thing in this work is, for the teacher to show repeatedly just how each letter and word is made, and never fail to examine the pupil's work or to encourage, by kind words, their every effort.

RESULTS.

By using the slates in this and various other ways much of the time of the pupils was pleasantly and profitably employed, which otherwise would have been spent either in idleness or mischief. And before the close of the term, every pupil from the First to the Fifth reader was required to read at each recitation a part or all of his spelling or reading lesson from the slate before reading it from the book. While this was going on with the smaller ones, I had classes in nearly all of the school branches; one class even went through Robinson's algebra.

I have spoken thus minutely of the management of the less advanced pupils from the fact that teachers are apt to make their greatest efforts upon the opposite class. Forty pupils who cannot read, and know not how to study must not be neglected on account of a few advanced scholars. The above is my plan for keeping small pupils employed. Others may have a better. But I am quite certain that pupils should do ten times as much writ-

ing on slates as they do. Instead of *studying* spelling lessons, pupils should *write* them. Instead of so much oral spelling, they should spell more from dictation.

DECATUR.

READING—III.

A. G. ALCOTT.

It has been stated that reading should be laid upon the foundation of *object lessons*, as being most in harmony with the structure of the mental organism, and conditions of growth imposed by nature. But there is yet danger of defeating its highest and happiest exercise, by making it an instrument simply for the accumulation of miscellaneous facts, unrelated and without logical connection, instead of more properly making it the means of training the senses to habits of ready and accurate perception, revealing under a strong and steady light the secret and scientific relationship of all ideas material or immaterial, showing the laws which bind them together in the strong embrace of discovered truth, and how nature has locked up in synthetic forms the manifold productions of her power. Lessons in reading thus intimately connected with the world of objects around, will be of superlative value to children in enkindling a desire to know more about these objects, and in awakening and developing the powers of thought, by comparing and judging. This mode of instruction rightly used, is truly the handmaid of *education*, bound fast to its primitive import, for, like sunbeams, objects shed distinctness on every thing they are commissioned to illustrate, and realize the truth intended by Job, "speak to the earth and it will teach thee."

The suggestions contained in the second article of this series, elaborated as any skillful teacher will be able to elaborate them, will prove, it is thought, a progressive method for the first stage of child instruction, in teaching him to know by sight what he already knows by sound, and to know the relation of words to ideas, and letters to sounds, and words to each other in simple sentences.

We are now ready to take an advanced step, which, for sake of distinction, we will regard as the second period of cul-

ture in reading, or that in which the use of books begins. A gradual emancipation of the child from a condition of pupilage should now be the aim. He should be taught to be self-reliant. To do this is only to follow nature, to encourage the natural disposition of the child, as he possesses in a high degree the desire of novelty and curiosity—faculties intended by the Creator to stimulate to the prosecution of knowledge. Laziness is induced only by a false system of education. Tell the child nothing he can himself discover. Do nothing for him he can do for himself, for what the child does, he learns to know. But yet he still needs the guiding and forming hand of the skillful teacher. He is to be taught how to use his faculties, that they may be trained to right habits of activity in thinking, studying, communicating and applying what he has already acquired. In the first period the child is to be taught only the elements of reading—ideas, with words as their signs, and sounds, with letters as their signs.

These elementary steps are now to be supplemented by work upon the sentence as the unit of utterance. The sentence represents thought or feeling as words represent ideas. It is now to become the foundation of a new superstructure. So subtle and varied is the *meaning* of the sentence that the most searching and exacting analysis is required for its natural expression. The teacher's duty, although difficult, is to put into the pupil's possession the key which will enable him not only to unlock, but put together its mysterious combinations. Nothing but this will enable the pupil to catch the spirit of its meaning. Nothing but its meaning fully appreciated will give the sentence power to reproduce in the pupil's mind the natural emotion, and nothing but this will control the organs of utterance to proper expression.

The first step in this second stage, then, should be to prepare the mind for receiving instruction relative to the subject of the lesson. In this preparation the teacher should commence with something familiar to the child, that he may give utterance to his most familiar thoughts and emotions. Let this something be more or less directly related to the lesson in hand. Suppose the word *horse* is the subject of the lesson. Request each pupil to say something about the horse. The teacher will print each of the sentences on the black board. Much that is known about the horse will thus be elicited beforehand. As "the horse can draw," "the horse can trot," "the horse is used for riding," "the horse

is the most useful of all domestic animals." Should any new word occur which the child is unacquainted with, the fact that he uses it in conversation, indicates that he understands it by sound, and can easily learn it by sight. Now show how by a little more method and directness of arrangement of these several sentences, the pupil has composed a piece similar to the one in the book. See how the little fellow's face brightens in pride of his accomplishment. He feels himself no longer a child but a man, able to write a piece. Now illustrate the difference between the child's utterance of his own sentences, and the common but unnatural utterance of the sentences of the piece. The child reads his sprightly, trippingly, and expressively, "the horse can trot," because he feels strongly what he says. The common way of uttering the sentence of the piece is false because it does not correspond with the child's utterance of his own. "T-h-e—h-o-r-s-e—c-a-n—t-r-o-t," in a hesitating, drawling, lifeless manner. Teach the child then to read the sentences of the piece in the same way he reads his own, and you will then make your art second the working plan of nature, instead of being in contrast as it too often is. Nothing can be more valuable than such a lesson to the child. Again he is happy over what he already knows. How it intensifies his interest in his lesson, anxious to know what the author knows that is different. He thus passes by easy progress from what is known to what is, in part or wholly, unknown. Now if the teacher is familiar with the true method of voice culture, can distinguish between true and false feeling, can discriminate between forcible, flexible and varied utterance and that which is unnatural, what may he not be able to do for the child in reading?

OFFICIAL DEPARTMENT.

RELIGIOUS MEETINGS IN SCHOOL HOUSES.

BULING OF JUDGE D. D. BANTA IN A CASE ASKING FOR AN INJUNCTION, ETC.

John Walters et al. vs. C. W. Hurd and Martin Beatty.

Brown County Circuit Court.

John Walters et al. complain of C. W. Hurd, Trustee of Hamblin township, and Martin Beatty, and say that John Walters et al. are residents of school district No. one (1), in Hamblin township, Brown county, and are voters and tax payers therein for all common school purposes: that there is built in said district a school house for the purpose of the common schools of said district, and belonging to said township, for the purpose of a common schools under and by virtue of the laws of said State; that several inhabitants, with the knowledge and consent of said Trustees, persist in using said school house for the purpose of holding religious meetings therein, despite the remonstrance of plaintiffs, who have often protested against it; that one Mr. Beatty has a key that unlocks the door of said house, and, against the repeatedly declared wishes of plaintiffs, uses the same to unfasten said door and, with others, takes possession of said house for said purposes, with the knowledge and consent of said Trustees, and threatens to continue using the same for said religious purposes, and not for the purpose of said common school, against the wishes and to the often declared objection of plaintiffs:

Whereupon, plaintiffs pray that said Trustees be enjoined from permitting said school house from being used and occupied for any other purpose than that of common schools, under the laws of said State, and that all be in like manner enjoined, and for other proper relief.

To which the defendants demurred. Which demurrer the Court overruled, and defendants except; and defendants failing to answer further herein, this case is submitted to the Court for trial and finding. The evidence being heard, the Court finds for said plaintiffs upon the issue set up in said amended complaint. It is, therefore, ordered and adjudged by the Court that said defendants be and they are hereby perpetually enjoined from using the school house, in complaint mentioned for any other purpose than that of common schools or private schools, as the law directs.

(Signed)

W. L. COX, Clerk Brown C. C.

The case is appealed to the Supreme Court, awaiting decision. It will probably come up next term, the decision of which will be published as soon as given, which will settle a perplexing question.

CONCERNING TRANSFERRED PERSONS WHO HAVE NO
CHILDREN IN CHARGE.

S. T. Kelley, Esq., Trustee, Elkhart County :

DEAR SIR—The uniform ruling of this office is that when a party, who has been transferred for school privileges, has no children in charge, on account of death, or by their becoming twenty-one years of age, the reason and cause of the transfer ceases, and he belongs, without being re-transferred, to the corporation in which he resides.

OFFICIAL VISITS.

ST. JOSEPH COUNTY.

The 4th day of May, 2 o'clock P. M., finds me in the Auditor's office in company with nine Trustees and the School Examiner, Mr. Sumption, of St. Joseph county. There are in this county nineteen school corporations, thirteen townships, two towns and one city. This county has at interest for educational purposes about sixty-four thousand dollars. The people pay to the State for Common Schools sixteen thousand dollars, and receive back as their portion of the school revenues about eighteen thousand dollars, a speculation of about two thousand dollars. The Auditor reports the fund as safely invested and the interest paid promptly. Out of one hundred and forty applicants for license only about sixty-five received certificates. Mr. Sumption uses the questions furnished by the State Board of Education without the least alteration. Three only of the sixty-five teachers received two years' certificates. Examiner thinks the questions on history not sufficiently topical, but is generally very well pleased with the questions. There are four graded schools in this county. Mishawaka has a most superior graded school building. South Bend is just laying the foundation of a very capacious High School building. The Trustees reported that about one-half of the school houses of their townships are good, and the other half quite inferior. The length of the school terms is six, seven, eight and nine months. The aggregate of the taxables of the different school corporations of this county is ten and one-half millions. A levy of fifteen cents on the hundred dollars would just duplicate the educational means of this county, and thereby enable the Trustees to increase the wages of their teachers. Six only, out of the sixteen corporations, have made the local levy, and none higher than sixteen cents. The schools of this county are not visited at all by the Examiner. A want of compensation is the unanswerable reason. How long shall the schools of the county suffer for the want of a competent, close and independent superintendency? I hope that this is the last year.

STEBEN COUNTY.

On the 10th day of May, 2 o'clock P. M., I met the school officers of Steben county at the Auditor's office. The attendance of Trustees was liberal indeed. All the Commissioners were present. We held a protracted and, I hope, profitable interview. The schools of this county continue six to seven and one-half months, one half of the time in the winter the other half in the spring and summer. The schools, with a few exceptions, have been very successful the present year. Teachers are paid from thirty-five to forty dollars per month for winter terms, and from twenty to twenty-five for summer schools. These last are taught by ladies, who receive less than gentlemen. This is a practice without a reason in its favor. There are three graded schools in the townships of this county. This looks like progress.

The Trustees expressed themselves decidedly in favor of a law making the School Examiner Superintendent of county schools, and paying him a regular salary. There are ninety-eight schools in this county. Some of the Trustees report that the books in the libraries are but little read and therefore almost useless to them; others speak encouragingly and greatly desire an addition to their libraries.

One hundred and twenty-six applicants have been licensed since last August by the Examiners; *one* only has been refused. The State questions are used. By mistake in regard to the law the Examiner has issued licenses under the 35th section. This will, in part, account for the foregoing results. Four of the incorporations have made the local levy for tuition this year for the first time. The public money is safely invested, and all productive of interest. I lectured at night to a good audience, in which I took care to call attention to our State Normal school.

M. B. HOPKINS,
Supt. of Public Instruction.

EDITORIAL

OUR JOURNAL.

On the 5th of August, 1871, we became sole proprietor of the INDIANA SCHOOL JOURNAL, and since that time have given it the major part of our time.

We promised then to make the JOURNAL *practical*—to give something each month that the common school teacher could use in his every-day work. We now leave it to the readers of the JOURNAL to say whether or not we have kept our word.

We have, at least, given our patrons our own best thoughts and have secured as contributors many who are acknowledged to be among the leading educators of the country. Among those who have furnished one or more articles during the past year are:

Richard Edwards, President of the Illinois State Normal School; Prof. E. C. Hewett, of the same school; S. C. Williams, Principal of the Cleveland High School; T. H. Safford, Director of the Dearborn Observatory, Chicago; John Hancock, Superintendent of the Cincinnati Schools; W. Watkins, Superintendent of schools at Middletown, Ohio; Miss Delia A. Lathrop, Principal of the Cincinnati Training School; Wm. F. Phelps, President of the State Normal School at Winona, Minnesota; N. A. Calkins, author of book on Object Teaching, and W. D. Henkle, ex-State Superintendent of Ohio. And of our own State—Thos. Holmes, D. D., Profs. Newby and Emery of the State Normal school, Mrs. Lois G. Hufford, J. M. Olcott, E. H. Staley, Miss Dora Mayhew, E. H. Butler, Edward Taylor, Prof. H. B. Boisen of the State University, W. H. Powner, A. M. Gow, S. P. Thompson, W. P. Phelon, D. D. Luke, Mrs. J. G. Kinley, Walter S. Smith, A. W. Jones, Gov. Conrad Baker, and others.

With such contributors we could hardly fail to make a superior journal.

In addition to the contributed matter prepared expressly for this Journal, we have, *occasionally*, selected an article from some other paper when we found one that we deemed specially good.

The Official of almost every month has contained one or more important Decisions by the Superintendent

Our Miscellaneous columns have generally been full of matter interesting to teachers.

In short we are entirely willing that our JOURNAL shall be compared with any other in the country, both in regard to the *practical* character of its articles, and the variety of subjects treated.

During the year we have more than *doubled* our circulation, and would be glad to double it again during the coming year.

We are under great obligations to our many friends for their kind and generous help. It is our purpose to merit in a still higher degree their confidence and patronage by making the JOURNAL still better.

THE USE OF SCHOOL HOUSES AS CHURCHES.

In the Official of this issue will be found two decisions of interest. The one in regard to using school-houses for religious meeting is of special interest.

The decision is exactly in accordance with our own views, so far as the law is concerned. The houses are built for *school* purposes, and are in the care of the Trustees. In Indianapolis, the school Board has forbidden the use of the school houses not for religious meetings only, but for elections, and all other purposes, save that for which they were especially built.

Yet we can readily see why the use of school houses, especially in the country, for other than school purposes is a great convenience, one that can illy be dispensed with. While the Trustee undoubtedly has the *right* to exclude all religious and other meetings, it would certainly be unwise for him to arbitrarily and uncompromisingly do so. The *house* belongs to the *people*, and they certainly ought to have the right to use it for any legitimate purposes. But it is a fact well known to teachers at least, that school houses are often shamefully abused when used for these other purposes.

It is a commendable trait in teachers to keep their school rooms neat and clean, and through the country they are generally expected to do it themselves or pay for it with their own money. These things being true, I submit that it is hardly fair that the Trustees and community should impose the additional duty of cleaning after religious meetings, Sabbath Schools, elections, political meetings, etc., etc.

It is a common occurrence for a teacher to leave his (or *her*), room neatly swept and in good order, and on returning the following morning, or the following Monday morning, find the kindling all burned, the seats disarranged and perhaps cut and marked, and the floor covered to an unmentionable depth with tobacco spit and dirt. And let it be remembered that ordinary *sweeping* will not clean such a floor; it must be *scrubbed*.

I insist that this is an *outrage*, especially on lady teachers.

While it is certainly desirable and right that Trustees should allow school houses to be used for *proper* purposes, other than for schools, it is most certainly his *duty* to give them into the hands of only responsible persons who are pledged to leave the houses in as good condition as they find them.

We believe in religion, and we believe in using school houses, *when necessary*, for religious purposes, but at the same time we believe in decency. If men cannot worship in a house without defiling it, we say bolt the door against them, and if they choose to give up their religion rather than their tobacco for a single hour, keep it bolted.

QUALIFIED TEACHERS.

Never, since our connection with the public schools of the State, has there been such a demand for *qualified* teachers—never has there been so general and so earnest a feeling in all classes of society that our common schools must be improved—never have Examiners so generally expressed a determination to raise the standard of qualification, as at the present time.

It seems to be the universal feeling that our coming legislature *must* give us some needed amendments to our school law, and that something must be done to make our ungraded schools approach more nearly our city schools in efficiency.

Teachers, too, are imbibing the spirit of progress and are setting themselves vigorously to work to better prepare themselves for their duties.

More of them are attending Normal schools, more of them are reading books on the Theory and Practice of Teaching, and more are reading school journals, and, unless we greatly mistake, never in any previous year have so many attended Teachers' Institutes as will attend during the coming season.

These are unmistakable signs of advancement, and the teacher who does not catch the spirit of the times and advance with it, will be overwhelmed by it.

ADVERTISEMENTS.

In addition to our usual number of pages of reading matter, this month, we give more than our complement of advertisements. To these we wish to call special attention. Many of them are new. They are all from leading firms in their various departments.

We seldom insert an advertisement that does not interest teachers.

Any one who regularly reads our advertising pages will keep himself well informed in regard to whatever is newest and best in the way of Books, Maps, Globes, Charts, Programme Clocks, School Furniture, etc.

Read our advertisements *through* this month, at least, and then say whether or not it does not pay.

TIME OUT.

With this number expires the time of subscription of quite a number of our subscribers. We hope that they will fill out the enclosed blank notices and return them at once, that there may not be a break in the file of their JOURNALS.

We take it for granted that every teacher who expects to keep pace with his profession will read a school journal as long as he continues to teach. We simply urge promptness that we may make our next issue sufficiently large to supply all demands.

CONTRIBUTIONS.

COMPULSORY EDUCATION.

We give another article on Compulsory Education, and hope it will be read. The author opposes the system, and puts his opposition on a different basis from that usually taken. He undertakes to prove, from statistics, that in those countries in which the compulsory system is employed, the per cent. of attendance is no higher than it is in other countries in which it is not employed. If this is true, it is an argument that has weight and should be carefully considered.

The ordinary argument, that it is contrary to the genius of our government to compel the education of children, is mere "bosh."

We *compel* the rich man to pay his taxes for the support of the schools, whether he has children to educate or not, and whether he is willing or not, and everybody says *amen*, because it is for the greatest good to the greatest number.

On exactly the same principle this man can turn and say, "You have compelled me to contribute my money to pay for educating the poor children, now I *demand* that these children be required to improve the opportunities I have afforded them. The good of community demands it."

We simply submit that if this principle is not *democratic*, we have a great many laws already on our statute books that belong in the same category.

In regard to the figures given, we simply do not believe they are correct. We have not now time to investigate the matter, but we do not believe that New York has yearly in school 80 per cent. of its school population; neither do we believe that nearly *one-third* of the entire population of Maine ever attend school the same year.

But, if it is true that with the compulsory system certain European countries have reached no higher per cent. of attendance than we have without it, we insist that this is not a conclusive argument against it. Could we not put the matter in this way? If these countries, with the aid of a compulsory law, could reach no higher standard than they have, what would be their condition without it; and if we have reached so high a standard without it, what might we not do with it?

According to Commissioner Eaton's Report, Indiana has 127,015 persons over ten years of age who cannot write their own names. This is an argument in favor of something.

Prof. Hewett, in his article, takes up a simple subject that nine-tenths of our teachers have to teach, and makes some practical suggestions that we are sure will be appreciated.

It is too commonly the case that teachers teach these simple subjects in the same "good old way" in which they themselves were taught, without even thinking that there is a different or better method.

Do not fail to read the article on Modes of Examination, by Miss Mayhew.

We hope that every teacher of an ungraded school will read the article headed, How I Teach. It contains many practical suggestions and was written by an experienced teacher.

The article on reading, by Prof. Alcott, contains some good thoughts. We are glad to see that many of our teachers are to have the benefit of the personal instruction of Mr. Alcott at Institutes. He is a good Institute worker.

The article on Morals, by Mr. Gow, unless we greatly mistake, goes down to foundation principles. We have certainly been making a great mistake in our way of teaching this most important subject.

We are anxious to see Mr. Gow's book on this subject, which will soon be published by Wilson, Hinkle & Co.

COUNTY SUPERINTENDENCY.

We wish to urge upon Examiners and teachers, again, the importance of "keeping before the people" the necessity of a few changes in our school law. Let our legislators come up to the capital with the feeling that something *must* be done. Let the matter be discussed in every Institute, and resolutions be passed.

Bear in mind that we must not ask for too many things, and that the two we need most is, 1, County Superintendency. 2. A law making the present public fund contingent upon the fact that it be supplemented by a special tax that shall keep the schools open *at least* six months.

PURDUE UNIVERSITY.

On the 12th of this month the Trustees of Purdue University hold a meeting, one of the objects of which is to elect a president and, perhaps, other members of the Faculty. It is to be hoped that they will select only good men. The success of any institution depends upon the character of its Faculty, and especially upon its president.

The president of such a college should be a man of varied literary qualifications, and of more than ordinary executive ability. Other things being equal we prefer a western man, and if the executive and disciplinary powers of Dr. Richard Owen, of the State University, are equal to his other qualifications, he is *the* man for the place.

MISCELLANY.

QUESTIONS FOR THE EXAMINATION OF TEACHERS, PREPARED BY STATE BOARD OF EDUCATION, JAN., 1872.

GENERAL QUESTIONS.

1. Give your name and post office address.
2. What special preparation have you made for teaching?
3. Do you take or read educational works or periodicals? If so, name them.
4. Have you attended Teachers' Institutes? If not, why?
5. Have you taught school? What grade? How long?
6. What is your age?
7. What is the length of your previous certificate?

ARITHMETIC.

1. Describe the sign of addition.
2. How many and what characters are used in the Arabic Notation?
3. What fundamental rule is used in changing ounces to pounds?
4. What is real estate? What personal property?
5. State which are the antecedents and which the consequents in proportion.
6. Find the sum of $\frac{5}{9}$ of a furlong and $\frac{3}{7}$ of a rod.
7. The less of two fractions is $\frac{28}{23}$ and the difference $\frac{31}{91}$; what is the greater?
8. Express in figures one-half per cent.
9. At what per cent will \$36.50, in 4 years, 5 months and 26 days give \$7.50 interest?
10. A fox is 35 rods before a hound, and while the fox is running 2 rods the hound runs 25 rods; how far must the hound run before he catches the fox?

PHYSIOLOGY.

1. Name the coverings of the brain in their order.
2. What is the difference between lymphatics and the lacteals?
3. Why does exercise increase animal heat?
4. What is the action of the diaphragm in respiration?
5. Name the nerves of the special senses.

GRAMMAR.

1. Give the rule for forming the possessive singular and plural of nouns.

2. Write the declension of third person, masculine, singular and plural, of the personal pronoun.
3. Write the Principal parts of lie, lay, sit, set, and rise.
4. Write five defective verbs.
5. What is the distinction between an adverb and an adjective?
6. Write a sentence with a verb in the infinitive mood as subject.
7. Write a sentence with a participle as its subject.
8. Correct the following, and apply the rule: *He done the work.*
9. Analyze the following: *They dared to fight.*
10. Parse the word in Italics: *The boys became sick.*

UNITED STATES HISTORY.

1. Why was this Continent called America?
2. What is meant by a Colonial "Charter Government?"
3. What is the oldest town in Indiana? Give something of its history.
4. Give some account of the "Boston Massacre."
5. Who were the Hessians in the Revolutionary War? Give some account of them.
6. What were some of the reasons why the Confederate Government failed to satisfy the States?
7. During the term of which President did the war of 1812 occur?
8. Give some account of Gen. Wm. H. Harrison.
9. Give some account of the battle of New Orleans.
10. Give some of the reasons why Washington City was made the Capital of the United States, instead of Philadelphia.

ORTHOGRAPHY.

1. Define a prefix.
2. Give an example of a diphthong.
3. How many sounds has O?
4. Which letters are called liquids, and why?
5. When is final e omitted in forming derivative words?
 1. Tacit.
 2. Surprise.
 3. Analyze.
 4. Desolate.
 5. Porridge.
 6. Cornice.
 7. Beseech.
 8. Announce.
 9. Conceit.
 10. Glazier.

GEOGRAPHY.

1. What is the width of the torrid zone, allowing 70 miles to a degree?
2. Why is the climate of Labrador colder than a country in the west of Europe in the same latitude?

3. Locate and describe the various systems of mountains that cross the United States.

4. Of the United States, name the largest, the smallest, the one most populous, and the one most wealthy; also, give some of the physical features of those named.

5. Bound New York and name its capital.

6. Draw a map of Pennsylvania, and locate its principal cities and rivers.

7. Where is Terra Del Fuego, and what strait separates it from the main land?

8. What and where is the Crimea?

9. Describe the Danube river.

10. What mountains separate Norway from Sweden?

THEORY AND PRACTICE.

1. What use would you make of the pictures in the First, Second, and Third Readers? Explain fully.

2. What kind of culture would you aim at in teaching reading?

3. When should the teaching of technical grammar begin, and why?

4. In what order would you present the topics in grammar, and why?

5. What is the object of teaching children to "analyze and parse?"

6. How would you teach punctuation?

7. When and how present the subject of decimal fractions?

8. Of what practical use is a knowledge of geography?

8. What preparatory instructions does a child need before he is ready to use the text-book on geography?

10. What use do you make of the pictorial illustrations in geography?

The teachers and pupils of the Marion schools gave a public exhibition from which they raised \$110 *clear*, and with which they have purchased the New American Encyclopaedia with the Annuals—*splendid*. "Go thou and do likewise."

Spencer is to have a new school house in time for the Fall schools.

Two-thirds of the Trustees of Owen county have levied a special tuition tax. The other third should have done the same thing.

The twenty-first anniversary of the American Association for the Advancement of Science will be held in Dubuque, Iowa, commencing on Wednesday, August 21, 1872.

The place of meeting was changed from San Francisco, California, for the reason that most of the scientific men live in the East, are generally

poor, and could not afford to go so far. We understand that railroads make liberal reductions on their usual prices.

South Bend is erecting a High School building which will cost \$60,000,

Waterloo is building a Union School-house at a cost of \$20,000.

From a late catalogue we learn that during the last year *three hundred and forty-seven* students attended Spiceland Academy.

This academy is conducted by Clarkson Davis, is situated in a little country village, and is an example of what a thorough going man can do in a neighborhood where a proper educational spirit prevails.

Kansas State Normal School, of which Prof. Geo. W. Hoss is President, has just closed a very prosperous year. Enrollment for the year was one hundred and ninety. Prospects for much larger attendance next year, good. Faculty, six in number.

New building seventy-six by one hundred and twenty-five, four stories high, advancing rapidly, with promise by contractors of completion by January, 1878. New courses of study have been adopted, one of two years, and one of four. It is expected that three graduates will go out on long course next year, and fourteen or fifteen on short course. A training school will be opened soon as practicable after completion of new building.

Says the Ft. Scott Monitor, "If the institution continues to grow as it has the present year, a new building will have to be added every ten years."

The Agassiz Expedition has found, off Patagonia, a kind of sea weed that grows one thousand feet long. This is the longest vegetable growth known.

Will tobacco users ponder well the following report.

FRIEND BELL:—Please find the following a report of the A class of the Seymour High School up to March. The report is compiled from the per cent gained in monthly examinations:

Branches Studied	Latin	Natural Phil'phy	Geometry	Algebra...	General Average
Number of Members in Class.....	9	9	11	4	7 3-4
Class Average.....	87 1-2	84 1-3	83 1 2	90 1-3	87 1-4
Average of part which used tobacco.....	75	70 2-5	75 7-8	9	77 1-5
Average of part which did not use tobacco.....	90	92 3-5	87	90 1-3	91 1-5

Respectfully,

J. O. HOUSEKEEPER.

We suggest that teachers file this item away to read to their school. It will do good.

The Examination questions published last month were for September, 1871, and not for 1872, as the type represented. It is to be hoped that in consequence of this mistake no teacher has done an undue amount of "posting up."

There were *nineteen* persons examined for State certificates at the late examinations held by the State Board, but owing to the fact that the papers are to be examined and the grades determined by the *Board*, and not by the individual examiners, and that there cannot be a meeting of the Board before about the middle of September, the applicants will have to remain in *suspense* till that time. We pity them.

The first annual catalogue of the La Porte Technic and Training School is on our table.

It is a 16 page pamphlet gotten up in excellent taste, and gives succinct statement as to the working of this excellent school. W. P. Phelon, the principal makes a success of whatever he undertakes.

Smithson College, at Logansport, under the patronage of the Universalist, will be opened on the third of September next.

A MASSACHUSETTS lady, who had been abroad three times, said to Mrs. Tiffany, "It is so improving to go abroad and study history on the spot. You know, in Italy, I saw the very palace where Napoleon poisoned himself."

AUGUSTUS O. REUBELT takes the superintendency of the Vevay schools vice M. A. Barnett, gone to Attica.

OFFICIAL VISITS.

Hon. M. B. Hopkins, Superintendent of Public Instruction, will make the following official visits during the month of August:

To Gibson county, Princeton, August 1.

To Vanburgh county, Evansville, August 2.

To Pike county, Petersburg, August 5.

To Dubois county, Jasper, August 7.

To Harrison county, Corydon, August 10.

To Crawford county, Leavenworth, August 12.

To Perry county, Cannelton, August 14.

To Spencer county, Rockport, August 16.

To Warrick county, Boonville, August 20.

To Daviess county, Washington, August 22.

To Martin county, Shoals, August 23.

To Lawrence county, Bedford, August 24 and 25.

To Montgomery county, Crawfordsville, August 29.

To Benton county, Oxford, August 31.

INSTITUTES.

County Teachers' Institutes will be held as follows:

- Aug. 5. Boone County, at Lebanon, J. Foxworthy, Examiner.
- “ Perry County, at Cannelton, Theo. Courcier, Examiner.
- Aug. 12. Washington County, at Salem, A. A. Cravens, Examiner.
- “ Clark County, Jeffersonville, A. C. Goodwin, Examiner.
- “ Laporte Co., Laporte, W. P. Phelon, Examiner.
- “ Clay County, at Center Point, Wm. Travis, Examiner.
- “ Clinton County at Frankfort, J. N. Armantrout, Examiner.
- “ Owen County, at Spencer, W. B. Wilson, Examiner.
- “ Sullivan County, at Sullivan, G. W. Register, Examiner.
- “ Hancock County, at Greenfield, J. A. New, Examiner.
- “ Fulton Co., at Rochester (2 weeks), W. H. Greene, Examiner.
- Aug. 19. Madison County, at Anderson, H. D. Thompson, Examiner.
- “ Morgan County, at Mooresville, Robert Garrison, Examiner.
- “ Knox County, at Vincennes, A. W. Jones, Examiner.
- “ St. Joseph County, at South Bend (2 weeks), E. Sumption.
- “ Randolph County, at Winchester, A. Stakebake, Examiner.
- “ Gibson County, at Owensville, W. T. Stilwell, Examiner.
- Aug. 26. Greene County, at Bloomfield, R. C. Hibben, Examiner.
- “ Dearborn County, Lawrenceburg. Myron Haynes, Examiner.
- “ Marion County, at Indianapolis, W. A. Bell, Examiner.
- “ Montgomery County, at Crawfordsville, J. F. Thompson, Ex.
- “ Floyd County, at New Albany, P. V. Albright, Examiner.
- “ Bartholomew County, at Columbus, J. M. Wallace, Examiner.
- “ Tippecanoe County, at Lafayette, J. E. Matthews, Examiner.
- “ Jennings County, at Vernon, John Carney, Examiner.
- “ Jefferson County, at Madison, C. W. Allfrey, Examiner.
- “ Johnson County, at Franklin, B. F. Kennedy, Examiner.
- Sept. 2. Hendricks County, at Danville, A. J. Johnson, Examiner.
- “ Scott County, at Lexington, Jacob Hollenbeck, Examiner.
- Sept. 23. Kosciusko County, at Warsaw, Walter Scott, Examiner.
- “ Jasper County, at Rensselaer (2 weeks), S. P. Thompson, Examiner.

PERSONAL.

PROF. L. H. JONES, of the State Normal School, is to be one of the principal instructors at the St. Joseph County Institute. We are glad to learn the fact. The faculty of the Normal School should be called upon largely to work in Institutes, for the benefit would be mutual. 1st. The Professors will do better work than is generally done in Institutes. 2d. Teachers will learn more of the excellent character of their own State Normal School. We believe that Pres. Jones is at present out of

D. A. Ewing remains as Superintendent at South Bend.				
E. Sumption	"	"	"	Mishawaka.
J. K. Walts	"	"	"	Elkhart.
Valois Butler	"	"	"	Bristol.
D. D. Luke	"	"	"	Goshen.
R. A. Chase	"	"	"	Plymouth.
J. E. Hinman	"	"	"	La Porte.
W. H. Banta	"	"	"	Valparaiso.
James Barns	"	"	"	Waterloo.
George H. Hufford	"	"	"	New Castle.
E. H. Butler	"	"	"	Lawrenceburg.
H. H. Boyce	"	"	"	Franklin.
C. W. Harvey	"	"	"	Greensburg.
Sheridan Cox	"	"	"	Logansport.
G. G. Manning	"	"	"	Peru.
James McNeil	"	"	"	Richmond.
A. M. Gow	"	"	"	Evansville.
W. H. Wiley	"	"	"	Terre Haute.
A. W. Jones	"	"	"	Vincennes.
A. C. Shortridge	"	"	"	Indianapolis.
J. H. Smart	"	"	"	Fort Wayne.
L. M. Bryan	"	"	"	Rochester.
J. T. Merrill	"	"	"	Lafayette.

THE PUBLIC SCHOOL ADVOCATE, published by Higgins & Ryan, contains, in its July issue, the following:

"B. Wilson Smith, state agent for A. H. Andrews & Co., of Chicago, is the Republican candidate for Superintendent of Public Instruction."

Mr. Smith authorizes us to emphatically deny that he is agent for Andrews & Co. He severed his connection with that firm on the first day of March last. Having been in the employ of the House for several years, he has necessarily had to do some settling up since that time.

It is simple justice to Mr. Smith that this statement should be made.

JUDGES S. E. PERKINS and B. E. RHODES will continue their connection with the State University, as Law Professors, during the coming year. Persons contemplating a law course at the University will be glad to learn this fact.

DR. R. ANDRUS, of Indianapolis, has been elected President of Asbury University vice Pres. Bowman elected Bishop.

Persons acquainted with Dr. Andrus's literary attainments, consider him eminently qualified for the position.

PROF. P. McNUTT has been elected to fill the Mathematical chair in Asbury University in place of Dr. Locke, resigned. He is an alumnus of the institution, and reputed a fine mathematician.

ABROAD.

THE Massachusetts legislature has appropriated seventy-five thousand dollars for a *fifth* Normal School to be located at Worcester.

THROUGH the courtesy of Hon. T. W. Harvey, State School Commissioner of Ohio, we have his late Annual Report.

We gather from it that the schools of Ohio are gradually improving. That old methods of teaching are being replaced by new ones. That the country schools sadly need superintending. That State Normal Schools are absolutely demanded. That the law requires that local tax be added to the Public fund to keep the schools open at least six months, and that eight hundred and eighty-four districts failed to comply with this law. That in 1871 the number of ladies licensed to teach was ten thousand and forty-six, while the number of gentlemen was nine thousand seven hundred and eighty-three. The principal amendments recommended to the School law are: 1. County Superintendency. 2. Normal Schools. 3. A Board of Institute managers. 4. A Township Sytem.

MINNESOTA, although a new State, has three Normal Schools.

Prof. W. F. Phelps is president of the one at Winona; Prof. Geo. M. Gage of the one at Mankato, and Prof. Ira Moore of the one at St. Cloud. The teachers of these schools held a joint meeting, or Normal Institute, beginning on the 21st of June and continuing two weeks. It is the intention to hold these meetings annually, and meet afterwards at the different schools. This year met at Winona. All the departments of the Winona school were carried on during the session. The object of the meeting was to bring together these experienced teachers, that they might compare their plans of organization, discipline and management, methods, etc., etc.

This is the first meeting of the kind ever held in this country, so far as we know, and the idea is a grand one. It ought to be copied.

If colleges would do the same thing, there would be a wonderful shaking of the dry bones and a fearful disarrangement of old foggy notions and plans of teaching.

THE violent conflict, last winter, over the reading of the Bible in the schools at Hunter's Point, Long Island, has led to a decision from the Superintendent of Public Instruction. He lays it down as the established law, that school teachers have no right to compel attendance on any religious exercise. If, therefore, the Bible is read, it must be outside of the regular school hours. Armed with this decision, a single objector can expel the Bible from any school in the State of New York.

NEW YORK has eight Normal schools, for the support of which, one hundred and fifty thousand dollars are appropriated annually.

THE cities of Minneapolis and St. Anthony, Minnesota, have been united under the name of Minneapolis, by the vote of a large majority in both cities.

CORNELL University has come into possession of a great literary prize. President White has secured the famous Sparks library of six thousand volumes. Many of the books are rare and valuable.

YALE College was founded one hundred and seventy-five years ago.

BOOK-TABLE.

FIRST LESSONS IN OUR COUNTRY'S HISTORY, By William Swinton, A. M.
New York and Chicago: Ivison, Blakeman, Taylor & Co.

As the title indicates the book is intended for children. Instead of attempting to condense a vast number of events and dates into a small space, thus rendering everything equally unimportant to the child, the author has wisely given, in this little book, simply the *salient points* of our country's history. We are much pleased with the style in which the book is written—while the language is simple it is by no means *silly*, which is more than can be said for most books written for children. We congratulate the author in having fairly succeeded in his attempt to combine *simplicity with sense*.

A TEST SPELLING-BOOK, by W. D. Henkle, ex-School Commissioner of Ohio. Cincinnati and New York: Wilson, Hinkle & Co.

This book is designed for the use of advanced classes, and as a kind of manual for teachers. It contains more than 4,000 different words, arranged in short lessons, including many proper names; also a number of *Dictation exercises*, and some very valuable suggestions to teachers.

12 mo., 144 pages. Price 40 cents. Introduction price 27 cents.

BOOKS AND READING; OR, WHAT BOOKS SHALL I READ, AND HOW SHALL I READ THEM? By Noah Porter, D. D., Professor in Yale College. New York: Scribner, Armstrong & Co. Thomas Charles, Chicago, Western Agent.

We have read the above named book with a great deal of interest and profit.

While it is not designed especially for a text-book, it would make an excellent one. It certainly should be read in connection with the study of English Literature.

We commend it most heartily to all persons who wish to profit by their reading.

SCOTT'S SMALLER HISTORY OF THE UNITED STATES: New York: Harper & Brothers. Price \$1.

Many of our readers are already acquainted with Scott's Common School History, and to them we need not say that it is one of the best now before the public. The smaller book is but little more than half the size of the other, and has been prepared expressly for those graded schools in which a book is desired that can be *completed* within a limited time. This volume retains the good features of review questions, catch words in heavy type, giving the *text* of each paragraph, general resumes at the end of each chapter, etc.

Upon the whole, it is a very good *little* book, but for ordinary school purposes we should much prefer the larger one.

THE CHILD, ITS NATURE AND RELATIONS, by Mrs. Matilda H. Kriege. New York: E. Steiger. 150 pp. Price \$1.

This little volume is simply a translation of a German work, and is an elucidation of Froebel's Principles of Education.

Froebel, it will be remembered, is the author of the Kintergarten system which is now receiving the attention of the leading educators of this country.

From the following headings to chapters, the range of the work may be judged: The New Education, The Child's Being, The Child's Manifestations, The Child's Education, Froebel's "Mother Cossing Songs," Forms, Reading. The fundamental idea of the book is that education is a science beginning with the birth of the child.

The book is one that ought to be read by every one who has anything to do with the education of children, whether teacher or not.

THE AMATEUR MICROSCOPIST, by John Brocklesby, A. M. New York: Wm. Wood & Co. For sale by Cathcart & Cleland, 28 E. Washington Street, Indianapolis.

We have not gotten hold of a book, for a long time, so interesting to us as the above.

It exhibits by cuts, and describes some of the most rare and curious objects of the microscopic world, and the modes of preparing them for observation under the microscope.

A knowledge of the wonders revealed under the microscope cannot fail to be highly interesting.

The book should be in every family and in the hands of every teacher.

THE TEACHERS' MANUAL, by Hiram Orcutt. Boston: Thompson, Bigelow & Brown.

This volume, of some 270 pages, is intended for teachers exclusively, and treats upon all the disciplinary agencies to be employed in the successful management, government and instruction of schools.

The author has "seen service" in all grades of schools, and speaks of an experience of thirty-five years. The book is very readable, and will be of much value, especially to teachers.

It is printed in large, clear type, and neatly bound.

SCIENCE OF WEALTH, by Amasa Walker. Philadelphia: J. B. Lippincott & Co.

Political Economy is the Science of Wealth, and the author has chosen to call his book by the latter title, because it indicates what the science actually teaches, while the former does not.

The book is well written, well bound, comprehensive, and deserves a careful examination by all teachers of Political Economy.

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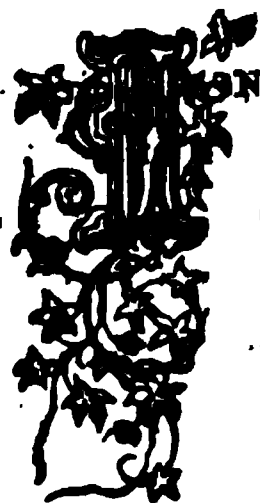
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SCIENCE PAPERS.—I.

BY BUSH EMERY.



In the present article the design is, to present a few thoughts upon the value of the Natural Sciences as school studies, and the consequent claim which they have to a general introduction into our common schools. In succeeding papers, which the writer hopes to offer to the readers of the JOURNAL, he wishes to sketch a few easy school lessons in one or more of the sciences, and thus to present methods for elementary science teaching. A few suggestions, however, upon this last point, may be made incidentally in the present paper.

With rare exceptions, science is not taught, at present, in our common schools; and, since a very large proportion of our people receive here their entire school training, it follows that, under the present arrangement, this large class know nothing whatever of science except as they may supply their early deficiencies by private instruction in later life—a rare and difficult thing. This alternative, then, meets us at the outset: either absolute ignorance, in a vast majority of cases, of the important facts of science, or else the introduction of science teaching into our common schools generally.

Let us, then, inquire whether there is sufficient importance in a general knowledge of the elements of science, on the part of the masses, to warrant this innovation upon the ancient but not entirely honorable arrangement of school studies.

In this “practical” age, the argument usually advanced in

favor of the study of science is, that our modern civilization owes a debt of gratitude to science, the amount of which it would be difficult to estimate. Nor is this argument without considerable weight; for science is, indeed, a benefactress who has showered down blessings upon us with lavish hand. She has given to the world the steam engine, the telegraph, the mariner's compass, the almost numberless appliances for manufacturing, articles for our comfort, the numerous remedies whereby human suffering has been greatly alleviated, and human life materially lengthened. She has given us such an insight into the secrets of nature that we may already foretell, with considerable accuracy, the approach of storms, thereby saving scores of lives of our seamen, and millions of treasure to our agriculturists. She has endued us with power to change the seemingly unchangeable natural features of immense tracts of country, so that where formerly desert wastes lay before the unsatisfied eye, rich and fertile fields now charm our view. With her aid, the inhabitants of continents speak to each other across the intervening oceans; and man penetrates the Alpine barriers and unites two mighty nations; pierces and binds down the drifting sand which separates the seas, and thus opens a right royal road to the commerce of the world.

Most of those who favor the introduction of science into our schools, do so because of these practical benefits, and in the hope of still greater advantages of a similar nature which may result from a more general diffusion of scientific information. But it is believed that this is by no means the strongest claim that may be urged.

There is another class, small but respectable, who advocate the study of science at an early age, because they admire the brilliant intellectual conquests which have been achieved upon the scientific arena, and they wish to see youth early trained to enter the lists where Newton, Herschel, Faraday, Leverrier, Bunsen, and Kirchof have won their laurels. It does not admit of a doubt that science offers a most inviting field for the highest powers of the intellect; but the conclusion drawn by this class, from their premise, is a very doubtful one. It ought not to be the object of our common schools to afford opportunities to a few to especially distinguish themselves; but to elevate the masses as much as possible.

By far the strongest argument which can be urged, as we believe, in favor of the point taken is, the admirable mental discipline which the study of the simpler facts of science affords the school pupil. We take the ground, that those studies which afford the most thorough and complete discipline of the mind should form the curriculum in our schools. Such studies are "practical" in the highest degree. He who has learned to think best is the best educated man. Such an one, although he may not have studied "all the branches usually taught at our best schools," under eminent instructors, will surely be able to master such subjects as his future inclinations may prompt or his necessities require, with the aid of his own disciplined powers of mind. And especial attention is asked to the claims of the study of science in this respect, as they have usually been ranked very low. It is hoped that this series of papers may contribute their mite towards showing that the simpler facts of science may be studied by children with great profit, viewed solely as a means of intellectual improvement. And it is further hoped that it may be shown, not only that at no other age is the mind so peculiarly receptive to scientific truths as during youth, and hence that this is the most favorable time for laying a good foundation for future attainments, but also that simple scientific facts are peculiarly adapted to unfold the capacities of the little student, and to begin the development of those faculties of the soul whose full power is attained only in riper years. Only the merest outline of an argument in support of these ideas can be given in the space remaining for the present article.

In the first place, what faculties of the mind are peculiarly active during childhood? Every intelligent person will answer, the Observing, or Presentative. In childhood, knowledge is acquired mainly by means of the senses, by seeing, feeling, etc. And for the proper discipline and complete development of these youthful capacities, it is indispensable that suitable objects be presented for their exercise. Without training they cannot attain their full power. And for this training it is necessary that *material objects* should be the subject of study; for it need not be said that the mind of a child is not fit to attempt the comprehension of *mental objects*; although this latter is the kind of effort in which, too commonly, our little pupils are compelled to waste their time at school.

Now, science, in its various departments, presents the material objects, the study of which is so admirably adapted to call out the observing capacities of the child. He is surrounded constantly by these objects—flowers, minerals, rocks, hills, valleys, rivulets, animals, clouds, etc.—he cannot help looking at them, observing them as well as he can; and what he needs is, to be taught how to observe them best, how to discover for himself many things which otherwise would have passed unnoticed. In brief, he needs to be trained to become a sharp, intelligent and accurate observer, such an observer as nature forms of the little student who early knocks at her portals.

It is only he whose presentative faculties are thus developed in childhood, who can be said to “*think as a child.*” May not the indifferent results which too frequently appear as the reward of effort on the part of many a hard working teacher, be traced to the lack of proper training of these first developed faculties? Let us make as much of a child as we can, then there will be something to make a man of.

But the presentative faculty is not the only one at work in the mind of the child. The representative or creative faculty, and the one which reaches its maximum power next in chronological order, is at work simultaneously with the first named, but less actively; while the thinking or generalizing faculty, the development of which is the work of mature years, puts forth its feeble efforts during childhood. These later developed faculties are dependent, for their healthful growth, upon the judicious and thorough training of those earlier developed. He who has been taught to observe little in childhood, will have little material from which to form mental images later. In other words, his representative or creative faculty will be dwarfed, on account of the failure to cultivate his presentative faculty at the proper time. And he who has not had his presentative and representative faculties educated, will never be able to be a thinker. He will have nothing to think about. The children of Israel complained of the unreasonableness of Pharaoh, because he required them to make brick without straw; but he was a model of reasonableness compared with that large number of educators who practically demand thought from pupils who have had no opportunity to acquire the material from which thought can be created. Or, to put these ideas in a different form, if we properly train the

presentative faculty, we prepare the way for the complete development of the representative; and these two having been fully disciplined, the mind is then in the only proper condition for the maximum development of the thinking faculty.

Since no one of these faculties can operate alone, to the entire exclusion of either of the others, it follows that, in the thorough training of the presentative faculty, we make, even of a child, a little creator and thinker; his higher faculties are thus early beginning to attain to their full-grown stature.

And it is of the utmost importance that the training of the youthful faculties be done in youth. If this is not done, and attempts are made later to supply this early deficiency, such attempts are always attended with great disadvantages. The golden opportunity has passed, never to return. The order of nature cannot be reversed; and, although something may yet be done, the results cannot fail to be unsatisfactory.

Space will not permit a discussion of the especial adaptation of scientific studies to the specific culture of the higher and later developed faculties. We believe that they deserve to rank high in this respect. But it is sufficient for our present purpose to know, that the full development of the observing faculty, for which the study of science is pre-eminently adapted, is really the most effective means of cultivating the higher.

And would not this brief and imperfect sketch be yet more imperfect, were mention not made of the benefits in a moral and æsthetical point of view, arising from the training suggested? Pure enjoyment is evidently intended by the Author of nature for all his children; but how much of the beautiful and the good in this life is lost by him who has never studied nature; who understands not, and hence cannot appreciate and admire the beautiful harmony of her laws, the grandeur of her operations, and the goodness of the designer so clearly revealed in all her workings.


In a few succeeding papers, it is contemplated to offer, 1st, a few lessons on the more common elements—lead, copper, silver, etc.—and, 2d, a few brief notes upon recent scientific discoveries. To some, the subject of the lessons may seem inappropriate. Without doubt, Botany is the most available of the sciences for early study. But it is also one, the teaching of which is comparatively easy. Specimens are obtainable, at their proper season, in almost any locality. Moreover, it cannot be studied advan-

tageously during the winter, the time when many of common school pupils attend school. These reasons, and also the importance of the subject chosen, and the fact that the preparing of experiments with little expense is not generally understood by our teachers, have led to the choice made. If these papers shall aid any teacher in his efforts to accomplish the greatest possible amount of good for his pupils, their object will have been gained.

STATE NORMAL SCHOOL, Terre Haute, Ind.

THE FIRST DAY OF SCHOOL.

BY GEO. P. BROWN.

WENTY years ago, this fall, I commenced my "first school" in a backwoods township, in the northeastern part of Ohio. At that time County Institutes and Normal Schools were seldom heard of in "benighted Ashtabula," and experience was the only schoolmaster that the schoolmaster had.

My first school I have always counted a failure, which was largely due to the mistakes and blunders of the first day.

I do not propose to recount those blunders, though this paper would be much more interesting and, perhaps, more instructive if I should take the space allotted me, in so doing. The remembrance of the embarrassment which I experienced on that day has always made me sympathize very deeply with all young teachers in a like situation, and it is with a hope that I may render them some assistance that I accept the invitation to write upon the subject assigned me. I write from the stand-point of personal experience, and only for those who have never yet had a "first day in school," as teacher.

There is some work that the teacher must do, and some other that he ought to do before this most important day comes.

First. *He must have a well matured plan of work for that day.*

In order that this shall be adapted to the needs of his school, he should have some knowledge of the school, the branches to be taught; the number, age and attainments of his pupils; their character and disposition, and the work done by his predecessor.

Most of this information can be obtained from the director. He should, therefore, be on the ground two or three days before the commencement, and work diligently to secure all the information attainable. He is then prepared to arrange a programme for the first day's work, designating the amount of time for each exercise, to which he should adhere as closely as the circumstances will permit.

Second. *It is important that he should enter upon the work with entire self-possession.*

A careful preparation, as indicated above, will assist him to do this. He must work himself up to the determination that he *will* succeed if the "heavens fall," and show himself master of the situation by the firmness and deliberation with which he acts. He must be careful not to get into a flurry, whatever may occur. A few inconsiderate words, at this time, are often the source of much vexation afterwards.

Having made this antecedent preparation, he enters the school room on the first day, early enough to see that everything is in order for the day's work, before the hour for commencing arrives. He has visited the school house on the Saturday previous, and arranged in his mind the order in which his pupils shall be seated, and the place for recitation, and made all the preparation that could be made for Monday's work. The room should be warm before the pupils begin to assemble. Better build the fire before breakfast.

If the teacher is not easily embarrassed, and can keep up a cheerful conversation with the pupils as they come in, it is better for him to be early at the school house.

With many young teachers, and old ones too, it is no easy matter to endure the scrutinizing gaze, or ill-mannered stare of thirty boys and girls for an hour before it is time to go to work. I do not deem this best in most cases. The pupils have the teacher at an advantage, and it requires a good deal of character or tact, or both, to pass through the ordeal without great embarrassment. In most cases, it is better to go to the school house a few minutes before the hour for beginning, and commence work as soon as a few good natured salutations are over, and you have passed around the room and seen that everything is in order. You now assume, at once, the position of teacher, and the bold-

ness of the boy gives place to the respectful deportment of the pupil.

The school being called to order, you kindly request the attention of every one to the morning lesson, which has been carefully selected for the present occasion. This should be short, and should impress the duty of mutual love and kindness to one another, and the loving and watchful care of God over us all. Some selections from the Sermon on the Mount and some of the Psalms are admirably adapted to the needs of the school at this time.

A word of greeting may follow, in which the hope of mutual benefit and assistance is expressed, and the work of the day begins.

In the first place, give every one something to do; and exactly what each class shall do, should have been determined before coming to the school. A certain number of examples in Arithmetic may be given to one class; some others to another, according to their attainments; but let it be something that you have no doubt they can do, and enough of it to keep them busy until you get the smaller ones at work. Let this work be considered as a test of their neatness and accuracy. Proceed with all the grades in the same way. Give all something to do that they know how to do. You have them now off your hands for a short time, and can attend to the small ones. You call them up, give them a very short exercise, and send them back with a lesson to write upon their slates. The next higher class is called, and the same course pursued with them, and so through all the classes that you have arranged for the first half day. The same plan is pursued in the afternoon. When the day closes, the school has been well classified and lessons assigned for the morrow, and a hard day's study has given no opportunity for mischief or thoughts of mischief.

Whenever any disorder has occurred, it has been kindly but firmly checked, and the pupil goes home to sound the praise of the new teacher, who "understands his business," and "knows how to get a good day's work out of the school on the first day."

Such a beginning will insure the success of the teacher who is thenceforth faithful and industrious, and keeps careful watch for the "little foxes that spoil the vines."

My closing advice is, "Be prompt:" prompt to begin and

prompt to close the school, and every exercise in it. Don't waste any time. Impress upon your pupils the value of time by improving every minute yourself. An ounce of example is worth a pound of precept.

USE OF TEXT BOOKS—PRO AND CON.

BY GEORGE W. HOSS.

THE use and non-use of Text Books is an old and open question. On some educational questions the pleading is ended, the case gone to the jury, and the verdict rendered: not so in the question of use and non-use of Text Books. In this, as in all other open questions, we have extremists; one party saying all text books, the other, all, or nearly all, lecture, or oral instruction.

Let us consider some of the arguments, *pro* and *con*.

I. *Pro*.

1. Principles, Definitions, Rules, Processes and Reasons must be fully mastered in any and in all sciences. But, in order to full and easy mastery, they must be clear in statement and easy of reference. These require printing in a text. Oral statements are not always clearest, and seldom easy of reference.

Additional, the language should be the clearest, most concise, most expressive. The thought, or subject-matter, should be presented in the best order. The written text is favorable to all these. Even the best talker, or lecturer, will hardly claim that he can do better.

2. Text book statements lighten the labors of memory.

(1). Sameness of statement. This is significant. Thoughts crystallize in printed words; not always so in oral. That which we have seen and repeated in the same words and in the same order for the twentieth time, we do not easily forget. But repeated twenty times, in half as many different forms or orders, we remember with less distinctness and readiness. The words constantly changing, the faculties do not tighten around the for-

mulas of expression. Who fails to remember the words, "In the beginning, God created the heaven and the earth."

If given first in one form and then in another, few would remember with the same definiteness. Let the child read it to-day, God created the heaven and the earth in the beginning; and to-morrow, the heaven and the earth God created in the beginning; and next day, still different, and thus on *ad finem*. Surely the labor of memory would be greatly increased. The oral teacher, or lecturer, is liable to make such changes in his forms of statements, and usually does make them.

(2.) Fixity in the page aids the memory. By the law of association, the sameness of position and surrounding aids memory. Whether, with the metaphysicians, we call this local or specific memory, all are more or less aided by these conditions. The text book furnishes these conditions in a degree that oral instruction cannot.

3. Saves much time and labor (a) in copying, or taking notes. Few can repeat memorator, a rule, definition, or statement of any considerable length, when given orally and mixed with a half hour's talk on other matters. Hence, the portion which is to be remembered must be copied; and if to be remembered literally, the copying must be literal, *i. e.* exact. This usually imposes heavy labor.

It saves much labor (b) in dispensing with search of reference books. A good text furnishes the essential and substantial matter; the remainder is, or should be, furnished by the teacher. The pupil does not need to spend much time in uncertain and inconvenient sources of search, for that which should be on the printed page before him. Two hours spent in search for that which, when found, can be learned in twenty minutes, is, with few exceptions, a serious waste of time.

4. A slight mistake in copying, may lead to hours of loss in time.

In a long or complicated problem in mathematics, let \times be copied $+$, a mistake most easily made, and hours may be lost in discovering the error, and, as a consequence, the lessons neglected.

Says the objector, let this be a means of teaching accuracy: our pupils must be accurate. True, but not *infallible*. He who

proposes to educate his pupils to infallibility, has misread the laws of mind and the sphere of human activity.

5. Text books, though seldom presenting an exhaustive view of a science, are usually as exhaustive as lectures. If they present only practical views of the subject or science, I see no reason why these views shall not be as broad, deep and valuable as those presented in lectures.

Such are some of the arguments (*pro*) for text books.

We consider, second, some of the arguments against text books, or in behalf of oral teaching, or lecturing.

1. Young pupils comprehend oral instruction best. The reason is obvious; the teacher adapts her works to the capacities of her pupils, and then elaborates and illustrates dark or difficult points, as occasion demands.

2. The voice and presence of the teacher are more impressive and inspiring than the printed page. Additional, young pupils cannot use books with facility or to the best advantage. The use of books, like the use of tools, must be learned. Hence, for young pupils, oral instruction is preferable, until skill and ability be acquired to use text books. I do not, however, mean oral instruction to the entire exclusion of text books, but as chief.

3. After this initial period, comes what I would designate as the text book period. In this, the pupil should not only use the text book, but should be taught the use of it. This use should be skillful and effective as the artisan's use of his tools; as that of the carpenter with his hammer, the painter with his brush, or the engineer with his transit or theodolite. The direct teaching not of matter of text books only, but use of text books, should be a part of the business of the teacher. This done, and the pupil developed into higher maturity, oral instruction, or lecturing, should be used to an extent.

After passing the academic and parts of the college course, we reach the lecture period. After the completion of the college course, and entry upon the special or professional course of the European university, the lecture system reaches its maximum. It may form a considerable portion of the work of the student, though by no means all. Purely lecture-made scholars will, in my judgment, always be badly made.

The lecture system has some very attractive features; hence, liable to be deceptive.

1. The lecturer feels that he is doing a much larger business when lecturing than when merely teaching from a text book.

2. He feels much more liberty. He roams and gleans *ad libitum* in his chosen fields, rich flowers, green foliage, or golden fruitage, as taste or fancy may suggest. He is no longer in the leading strings of a text book.

3. If eloquent, there is room for much fine display of oratory. This gratifies teacher and impresses student.

4. It is specious to say, "teach subjects rather than text books." This is sophistry. It is as much as to say text books do not present subjects. This sophistry could be exposed in many cases, when it is discovered that the lecturer puts one text book into the hands of the student, and copies his lectures from another. Here he teaches the subject, but much as a text book teaches, only not so well.

5. The lecture system develops in the pupil more power for original research. This is good.

6. It makes him more self-reliant; good, also.

7. The note taking which it imposes, trains the pupil in the use of language, and, to some extent, in composition. Hence it is obvious that the lecture system has its advantages.

In conclusion, a summary of the argument would present the following:

1. Liberal. Oral instruction for pupils in primary schools.

2. A close and critical use of text books for pupils above the primary grades, and on into the college course.

3. Careful instruction, in early part of Course, in skillful use of text book.

4. In certain parts of the college course, and in professional courses in universities, a liberal use of the lecture system, not, however, to the exclusion of text book lessons and recitations.

Such, kind reader, is some of the arguments for and against the use of text books. It is hoped they may be of some value in your theory and practice.

A TEACHER in Wisconsin lets her children out five minutes to see the railway train as it passes. When the circus and menagerie go by, also, they go out to see. This is true object-teaching. Sensible teacher.

RULES AND REGULATIONS

Of the Public Schools of Gibson County, adopted by the Gibson County Board of Education, in pursuance of the provisions of Section 10 of the School Law of the State of Indiana.

FIRST. The Graded School at Owensville, the Graded School at Fort Branch, the Graded School at Pateka, the Graded School at Hazleton, the Graded School at Oakland City, the Graded School at Francisco, the Graded School at Haubstadt, the Graded School at Somerville, the Graded School at the North School House in Montgomery township, and the Graded School at the Strickland School House, in Pateka township, are hereby declared to be Township Graded Schools, and as such are open and free to all pupils of the proper school age, belonging to the townships in which each of these schools is respectively located.

2. As there is no provision made in the school law for a Director, or a school meeting for a township graded school, the teachers in the foregoing schools will be selected by the proper township Trustee, but a petition from those interested, for the employment of a designated teacher in any of the graded schools, will be properly respected by the Township Trustee.

3. All school districts which are now located, and in which the average daily attendance will not probably be fifteen or more, shall be abolished, unless a respectable number of the pupils belonging to any such district cannot be accommodated at other schools without traveling a distance of two miles.

4. School houses may be moved to more convenient locations for the accommodation of pupils, but the number of schools shall not be increased unless there is *great* necessity for so doing.

5. Every teacher, before commencing to teach, shall have a valid license, and shall sign a written or printed contract with the proper Township Trustee.

6. Each teacher, at the close of his or her school, in addition to the regular report required by law, shall file, with the proper Trustee, a schedule showing the names and number of days in attendance of each pupil that attended such teacher's school, and

also, the average daily attendance at the school, which schedule shall be sworn to by the teacher. Blank forms for which report shall be furnished by the County Examiner.

7. The daily wages of teachers shall be computed strictly by the following rules: The Principals of the Owensville, Fort Branch and Haubstadt Graded Schools shall each be allowed, per day, $2\frac{1}{2}$ cents taken as many times as there are units in the grade of the license held by each respectively, at the time of commencing school, plus 6 cents taken as many times as there are units in the average daily attendance of pupils in his or her room.

8. The Principals of the Patoka, Hazleton, Oakland City, and Francisco Graded Schools shall each be allowed, per day, $2\frac{1}{2}$ cents taken as many times as there are units in the grade of the license held by each respectively, at the time of commencing school, plus 4 cents taken as many times as there are units in the average daily attendance of pupils in his or her room.

9. The Principal of the Graded School at Somerville, the Principal of the Graded School at the North School House in Montgomery township, and the Principal of the Graded School at the Strickland School House, in Patoka township, shall each be allowed, per day, $2\frac{1}{2}$ cents taken as many times as there are units in the grade of the license held by each respectively, at the time of commencing school, plus $2\frac{1}{2}$ cents taken as many times as there are units in the average daily attendance of pupils in his or her room.

10. Teachers in all the other schools and departments of schools in the county, shall each be allowed, per day, $2\frac{1}{2}$ cents taken as many times as there are units in the grade of license held by them, at the time of commencing school, plus $1\frac{1}{4}$ cents taken as many times as there are units in the average daily attendance of pupils at such teacher's school.

11. Teachers shall not be allowed any wages for days in which they are not actually engaged in teaching.

12. After a teacher has commenced a school, no change in the grade of such teacher's license shall have the effect to increase the wages for the current term of employment.

13. Teachers shall be entitled to receive wages at the foregoing rates, for all time taught between the 1st day of September, 1872, and 1st day of April, 1873, and for all time taught be-

tween 1st day of April, 1873, and 1st day of September, 1873, teachers shall be entitled to receive per diem at only half the foregoing rates.

14. In computing the wages of teachers on a State certificate, the first grade shall be equal to a license of the 100th grade, and the second grade shall be counted equal to a license of the 80th grade.

15. In the graded schools of the county, changes of pupils from one department of the school to another, can be made only by the Principal, with the advice and consent of the proper Township Trustee.

16. Each and every teacher will be required to make and keep up fires and sweep the school room in which he is employed, or have the same done at his or her own expense.

17. A school day shall be six hours, exclusive of the recess given at noon.

18. In the examination of applicants for a license to teach in the schools of the county, the Examiner may use such parts of the questions, prepared by the State Board of Education, as may seem proper: *Provided*, the examination be based upon the following standard: "To obtain the 60th grade of license, shall require a fair knowledge of orthography, reading and writing, and a good practical knowledge of the other five school branches, as treated in the following text books or others of similar advancement: Ray's 2d and 3d Books in Arithmetic, Mitchell's New Intermediate Geography, Butler's English Grammar, Anderson's Grammar School History U. S., and Cutter's 1st Book in Physiology. And to obtain a higher grade than the 60th shall require some practical knowledge of the school branches as treated in text books of a higher order.

The grade of the license is determined by the average per cent. of the following branches:

Orthography, Reading, Writing, Arithmetic, Geography, English Grammar, History U. S., Physiology, Theory and Practice in Teaching and Attendance at Teachers' Institutes. At the foot of each certificate is printed these

Explanations.—The per cents of the eight school branches are computed from answers given at the examination, which per cents, in the case of an experienced teacher, may be increased by the known ability of the teacher in teaching such branches.

The per cent. of theory and practice is computed, in part, from the length of time and grade of schools taught by the teacher; and in part from other evidences of professional ability.

The per cent. of attendance at Institutes is determined by adding 10 for each day's attendance at Institutes held within the 24 months immediately preceding the date of the license.

The grade is obtained by dividing the sum of the per cents by the number of entries.

The grade determines the time for which the license will be given.

If the grade is less than 60, no license will be granted. If the grade is 60 or more, and less than 80, the license will be given for six months. If the grade is eighty or more, and less than 95, the license will be given for twelve months. If the grade is 95 or more, and less than 100, the license will be given for eighteen months. If the grade is 100, the license will be given for twenty-four months.

Provided, That a license for a longer term than six months will not be given to those who have not established, by teaching, within the county, the reputation of being successful teachers.

W. T. STILWELL, Ex.

EDITOR JOURNAL:—In your last issue is a paper upon Compound Numbers, by Prof. Hewett, in which he defines a simple number to be one in which ten units of one order always make one of the next higher, and a compound number to be one in which ten units of one order do not always make one of the next higher, and more than intimates that "it is the height of nonsense" to entertain any other view of this matter.

Now, not to say anything about the indefiniteness of defining a thing by telling what it is not, I do not believe the statement is true. A compound number differs from a simple number in this, that it is composed of different groups of units; a unit in one group differing in value from a unit in every other group; while a simple number is composed of but a single group of units. Thus, twenty-three is a simple number, but two tens and three units is a compound number: i. e. compounded of two classes or groups of units. To say that three dollars and three cents is a

simple number, and that three bushels and three pecks is a compound number, simply because one hundred cents make a dollar in the one sense, and four pecks make a bushel, in the other, is not very satisfactory reasoning. The idea of a compound is that it is the union of two or more different things. Now, a dollar and a cent are as essentially different as a bushel and a peck. If the latter is a compound number, it seems to me that any correct method of reasoning will make the former compound also, unless an arbitrary rule has been established by mathematicians that compound, in this connection, means not increasing by ten, and does not mean what the definition of the word implies. I think no such rule has been established, and I believe that the difference between simple and compound numbers is grounded in the difference of the signification of these terms. B.

MENTAL OVER-WORK AND INSANITY

BY J. W. ELSTON, M. D.



An old maxim says—"There is, scarcely a popular belief extant in the world, but has some foundation in truth." Admitting the maxim, the *some* of the foundation which is truth, may in many of the cases be very minute, and probably traceable to a misapplication of the originating fact. Consequently since a few great minds are reported to have been destroyed by their own over-exertion, these instances have gone into history as other remarkable events do, and the casual reasoner noting the recorded instances, and knowing of but few others, concludes there is great liability and great frequency of mental dethronement from this specific cause, either forgetting or never knowing of the thousands of minds dethroned, from the hundreds of other causes, much more frequent, but which present nothing remarkable, and are lost from the reckoning.

Here then is the same foundation in truth, for the popular idea of the frequency, and danger of destroying the mind by over-taxing its working capacities.

Statistics do not carry out this assumption, but most certainly and clearly disprove it, and present facts which establish the comparative immunity from insanity among the more actively

employed minds, of the brain-working people of the world. The great majority of all cases of insanity in this country and abroad is among those but imperfectly educated; and the entirely uneducated have more than a fair proportion. Again the brain-working classes send but few cases to hospitals, as figures from hospital reports will show.

At the Indiana Hospital for Insane for the year 1871, there were admitted from all causes 339 patients; of these the combined cause of "anxieties, over-mental-work, loss of sleep, etc., show but two males, and one female. Hence the citizens of Indiana have no figures to justify mental laziness, on the pretext of danger to the mind.

From the same report the following table is copied entire:

	MALES.	FEMALES.	TOTAL.
Good common school.	69	35	104
Academic.....	3		3
Collegiate		3	3
Professional—medical.....	2		2
Professional—legal	1		1
Can read and write only	92	61	153
Can read only.....	10	10	20
No education	13	13	26
Not ascertained.....	12	15	27
Total.....			339

There were two male, and two female teachers admitted during 1871. No editors, no preachers, and but two doctors and one lawyer, which fact furnishes immediate testimony in establishing the preceding statement.

Sometimes cases of insanity attributed to mental labor, are not such in truth; because that constant, prolonged, unnatural application of the mind to some real or fancied purpose, is a morbid condition. The individual has not been subject to such paroxysm of study—is unreasonable with his friends who urge rest, sleep, etc.—is more or less morose, and if speaking at all of himself, complains of not having felt well for days; but the feeling is undefinable, and the subject, when left to himself, pursues his course until the malady, in unsuspecting embryo, is developed into perhaps a startling and terrible madness. These cases usu-

ally begin with delirium and hallucination, mostly of sight, visions of suffering friends, and fears of personal injury of the most horrifying nature, sometimes impelling the person to suicide to avoid the impending horrors crowding thickly upon him.


Several distinguished writers in Europe, and also America, are of late combatting the accepted theories that as civilization and enlightenment progress there is a corresponding increase of insanity. It is by these shown that instead of an increase of insanity, the latter is really decreasing, while the increasing number of hospitals and asylums, with their more systematic statistics, are now able to tabulate and report larger numbers than formerly, when such advantages did not pertain.

The mind as the body, is stronger and better by exercise and exertion. As it is trained and cultivated and used, it grows stronger and is the better able to care for itself, and resist all those influences which would tend to overturn that mind which is weaker, and unused to resistance and effort.

A prudent discretion is always advisable. Sleep is the great restorer of the brain, and more is to be apprehended from the loss of sleep than from the amount of work put upon the brain. With enough sleep to give rest and restoration, with reasonable care of the general health, the brain will be able to endure years of the most assiduous application and grow strong.

COUNTRY SCHOOLS.

BY J. W. MARTIN.

ONSIDERABLE discussion has arisen of late, in regard to common schools, with a view to render the system more efficient. As yet the progress made seems to be hardly perceptible.

Common schools are of two kinds, viz: graded schools in cities and towns, and ungraded county schools. Modes of teaching easily adapted to graded schools may be wholly impracticable in the county where a single person has the twofold duty of principal and instructor in all branches of study from the alphabet upward. Teachers' Institutes are certainly very beneficial in their designs, but so far they have done little toward furnishing

a remedy for the imperfections of these schools, and lessening the difficulties with which the teachers have to contend. Instead they are endeavoring to heap more upon them by the introduction of certain fine-spun theories.

The Object System and Webb's Word Method are beautiful theories to talk about. They are certainly beneficial and *practicable* in a school where a teacher has only two or three lessons to hear recited. But with from fifteen to forty recitations to conduct daily, where is the time to put such systems into practice.

As country schools constitute my theme, it appears to me there are certain essentials that have been, to a very great extent, disregarded, which would have a tendency to render the labor expended more salutary and efficient. They are tact and scholarship on the part of the teacher, and fair compensation and co-operation from the trustees and patrons.

I. A large number of teachers—or rather pedagogues—possess little knowledge beyond the text books from which they are accustomed to hear recitations. In many cases their attainments are very narrow and imperfect even in these. Their aspirations appear to reach no higher. They are destitute of enthusiasm and have no disposition to make any acquisitions to their mental store, but seem to arrive at a dead stand still and remain there. A knowledge sufficient to perform the operations of common arithmetic, analyze and parse sentences in grammar, ask questions and hear lessons recited with an open text before him are necessary qualifications, but are far from being the essentials of a good teacher.

The usual practice of choosing persons whose qualifications are barely sufficient to take charge of country schools and the lower departments of graded schools, is an error; and as long as it is persisted in there is little hope of improving their character. It seems to be the opinion of a certain class of persons that it is useless to possess a practical knowledge of any branches than those it is one's duty to teach. Well educated teachers are really just as requisite as in the higher departments. As much, if not more, mental training and discipline is required to make a successful instructor in the common school branches. Besides a clever knowledge of branches beyond those one expects to teach, he should endeavor to gain general knowledge. There should be a disposition to *read*, so as to note, at least, the most import-

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ant events of the day, and to know something of the standard works of history, literature and science. A knowledge of things *suggested* by text books is a very valuable part of an education, and no one deserves the name of teacher who does not possess intelligence enough to call the attention of pupils to them, and impart the necessary information.

II. It seems to be the object with many school boards to secure the services of teachers as cheaply as possible, without any regard to qualification. As long as such a policy is pursued, it must be expected that the public will be imposed upon by drones and literators.

The first step necessary toward reform is to raise the standard of scholarship. The grade should not be permitted to descend so low as to admit to the profession persons of inferior attainments. But, in order to obtain a sufficient number of thoroughly qualified teachers to supply the demand, ample compensation should be guaranteed. It has been suggested that the pay should be *ad valorem*. This is very good, so far as it goes, but it should extend further. Only such should be employed as are thoroughly competent, and those well paid. By adopting these plans the non-thinking class of teachers could be entirely pruned away. Insure fair living wages and teachers will be encouraged to incur the expense of qualifying themselves to the degree desired. As matters now exist, they cannot afford to devote much of their time to the preparation and work of the profession.

OLATHE, KANSAS, August, 1872.

HISTORY OF WORDS FAMILIAR TO THE TEACHER.

SCHOOL is derived from the Greek σχολη, which means *leisure*. So, literally a school is a place of leisure; so called, formerly, because only persons of leisure could attend these places of instruction.

SCHOLAR comes from school, and signifies a person of leisure—not of idleness. A person of leisure is by no means, necessarily, an idle person. The question is frequently asked, “Is it proper to call children in school ‘scholars?’” The Etymology of the words says “it is.” The other meaning is a derived one.

PUPIL is from the Latin *pupillus*, which means "an orphan;" one who is instructed by some one other than a parent. The word pupil applies properly to children only; while "scholar" is applied to persons at any age.

TEACH is from the Anglo Saxon *tæcan*, meaning to "show," to direct.

TEACHER comes from the same "root," and hence means a *shower*; (not a showman,) one who shows the pupil how to study, how to behave.

INSTRUCTION is compounded of the two Latin words *in* and *struo*, and means "to build in."

INSTRUCTOR then means an in-builder; one who builds in the mind.

Each child's head is a space of vacant ground upon which the "Instructor" is expected to build a city—each *idea* or *truth* constituting a building.

What magnificent cities are being built all over this country.

BOOK is from the Anglo Saxon *boc*, which means beech. The bark of the beech tree being smooth, was formerly used to write upon.

SLATE has been traced from the Anglo Saxon *scylan*, as follows: *skalit*, *sklait*, *sklate*, *slate*, and literally means to split and shine. Slate rock cleaves readily, and sparkles when first opened.

PAPER is derived from *papyrus*, a large kind of rush which grows in abundance near the mouth of the Nile, from the bark of which the first paper was made.

The etymological connection between "book" and "tree" is very intimate. As we have seen, the word book comes from the word *boc*, meaning beech tree. Paper, from which the book is made, is named from the bark of a plant. The Latin word *liber* means both *book* and the inner bark of a tree, showing that at one time the bark was the book. The tree has leaves and the book has leaves.

EDUCATION, from *e* and *duco*, signifies "to lead out." Hence to "educate" a child means to draw it out—to develop it—something that can never be done by the "pouring in" process.

OFFICIAL DEPARTMENT.

OFFICIAL VISITS.

ELKHART COUNTY.

I find the following facts in this county. Amount of fund borrowed from the State \$72 000. The school funds safely invested, all productive of good interest and paid promptly. The county has paid no interest for borrowers for four or five years. The amount of school tax paid the State \$20,000, and interest on loan \$4,200.

This county receives each year from the State \$2,000 more than is paid to the State by the county. There are twenty-one corporations, four towns, one city and sixteen townships. The school fund of this county is not increasing rapidly. I could but admire the system and the accuracy with which Mr. Tucker keeps his books. All is right between his office and ours up to this date.

The Ex. Mr. Valois Butler reported at the meeting that two hundred persons had applied to him for license to teach in the public schools; that he had licensed of this number one hundred and seventy and refused thirty.

Trustees report their school houses generally good. Libraries not read much. School terms from eight to nine months in the year, wages from \$1.50 to \$2.00 per diem. I visited and inspected with some care the graded school in the city of Goshen under the management of D. D. Luke. He is highly competent for his position and under his administration the schools of Goshen are fast becoming a success. My opinion is from all that I could learn, that the schools of Elkhart county need a little toning up. I hope Ex. Butler will set about the work in good sober earnest. Tone up the teachers and you will tone up the school. Let all examiners stand firm for a time and all will go well in the end. Keep the standard up as high at least as a fair knowledge of the eighth branch.

LAGRANGE COUNTY.

On the 8th day of May in pursuance of ample notice to the Ex. I proceeded to the town of Lagrange the county seat of Lagrange county, to meet with the Trustee, Auditor and Examiner to talk over the school matter of that county. I found the Auditor at his post working hard on his report due at my office on the 20th inst. The attendance of the Trustees was most encouraging. Ten of the twelve corporations were represented in the meeting. I put to those good Trustees the following questions.

State number and kind of school houses.

State method of employing teachers.

Do you employ teachers who hold no license?

Do you expend the tuition within the year?

Do you levy both special school tax and tax for tuition on transferred parties?

Do you make the rules for the government of your schools?

Do you decide as to the class of books to be used?

State condition of your libraries and if they are well read?

State the effect of electing teachers among you by the people?

Do the children of your corporations generally attend school?

Have you colored children and if so what is being done among you for their education?

I found only one irregularity among them. Some of these Trustees have employed teachers for a term of school during April and May and expect to pay for this service out of the next term apportionment. This is in direct contravention of the law. See sec. eighth. The Trustees of this county are an earnest prudent and noble set of men. I left Lagrange satisfied that the cause of public schools is safe in the hands of these men.

The Auditor represented that not one dollar of the money loaned by this county under the present law regulating loans and collecting, has ever been lost. Most of the townships have supplemented the State revenue by small local levies.

The Ex. has licensed during the year one hundred and fifty applicants and refused twenty-five. He held an Institute last year and will hold one this year. Mr. Bayless is a good young educational man and experience will make a good Examiner of him. I find in this northern part of the State very many fine school buildings and fine graded schools. The south part of the State and the interior must look well to their laurels. The one significant fact I have thus far observed in all these northern counties is, that the school terms are greater in length than in the interior of the State. These terms are six, seven, eight, and in many rural districts even nine months; whereas five months is the average for the State. The explanation is this, the people of the districts by agreement board the teacher in their families without charge. This reduces the salary and consequently extends the time. Lady teachers, too, are employed in the summer at very low rates say fifty and sixty cents per diem. Our northern people will educate their children. In this they are surely wise.

DECATUR COUNTY.

I met the Auditor, Examiner and the Trustees representing all the corporations but four in the county. The Examiner Mr. Powner is a teacher of thirty years experience. He is greatly interested in the success of the free schools in his county. He uses the State questions and under these has licensed sixty applicants and refused ten, and revoked the license of one teacher. He visits all his schools, some of them frequently. He is laboring for a better organization and greater uniformity among his schools. He expects next year to be able to grade these school and at least to classify the pupils better than heretofore.

The only word of instruction I have to give him is to make the examination a little more rigid especially with the teachers of last year. If mercy is shown let it be to new applicants.

Two incorporated towns and two townships only were unrepresented in this most pleasant and I trust profitable interview.

Trustees have provided generally good houses for the children. They pay teachers according to the grade of their certificates. They run their schools from four and one half to nine months each year. Salt Creek township is deserving of honorable mention. This township has in it seven schools and although the poorest township in the county in point of natural wealth continues those schools nine months in the year. Thus far in my visits this is the banner township in the State. I ask the other and neighboring townships, why not do likewise? All the Trustees have levied a local tuition tax. The length of the school term generally will be extended.

They report their libraries almost useless to their people. There is one colored school in this county. A fine graded school is in the city of Greensburg under the superintendency of Mr. Harvey. The praise of this school is upon the lips of all. There issued from this school the present year a graduating class of five. Mr. Harvey is doing a good work in this city. The Trustees have retained him for another year. This is wise. When you get hold of a good man, keep him.

The funds in this county are all safely invested, productive of interest and that interest promptly collected. There is evidently an educational growth in this county.

DEKALB COUNTY.

I have just this moment closed a very pleasant interview with the different classes of school officers of DeKalb county. The Trustees report that their schools are generally supplied with good houses. The schools run six month on an average. Part of this time is in the winter and part in the summer. The teachers are paid one dollar and fifty cents per day in the winter and sixty cents in the summer. Surely this is economy. One Trustee visits his school regularly and lectures the parents and children. There are only two graded schools in this county. I think the Trustees are favorably disposed in reference to township graded schools. These are certainly a necessity. Some legislation is needed upon this subject.

Mr. Barnes licensed one hundred and forty teachers and refused six. A little more rigidity in the examination is greatly needed here. The Examiner engages in teaching and cannot visit the schools of the county. The amount of trust fund held by this county is \$38,000 all safely invested and productive of interest. The Auditor is of the opinion that the fund should be placed at 7.10. Owing to the prevalence of small pox I did not lecture in Auburn.

M. B. HOPKINS,
Supt. of Public Instruction.

EDITORIAL.

Next to County Superintendency and a greater length of school term, we need a system of township high schools.

The want of something more than the common school privileges is felt in almost every township in the State, and this want is growing. The utter inability of teachers to teach all legal branches and some of the higher, in addition, and to do justice to either themselves or their pupils, is well known to every teacher who has tried it; and yet present circumstances seem to frequently render it necessary.

Parents wish their children to have something more than a common school education, and yet are not able to send them from home to get it.

Even when a good high school is sustained within a township, under the present law, it is *free* only to those who live in the immediate neighborhood. If those who live in adjoining districts wish its advantages, they must either pay tuition or be transferred for school purposes; and this, therefore, must affect not the larger children only, but all.

We need a law requiring the Trustee to sustain a central high school in each township, open and free to all who live within the township.

With such facilities, thousands of boys and girls would attain a high school education who now are content with what they can get at the common schools.

We suggest to the State Board of Education the propriety of arranging a course of study for the ungraded schools of the State.

It is not to be expected, certainly, that such a course will be generally adopted, or in any case carefully followed, until we get county superintendency, county school boards and greater length of school term; but these things are rapidly coming, and we must get ready for them. And further, such a course would be invaluable to teachers, by way of suggestion, at the present time.

If the Board shall consider it impracticable, at present, to make out a complete course of study, we beg of them to answer the following questions in their September meeting:

1. What ought a child to study, and how much ought it to accomplish, in its first term of school—supposing that the child does not know its letters on beginning, and that the school term is four months?

2. When a child has finished the First Reader, what ought it to know?

3. What other studies ought a child to pursue while reading in the Third and Fourth Readers.

4. How many branches is it profitable for a pupil to study at the same time?

A comprehensive answer to each of these questions will greatly oblige hundreds of teachers, and greatly benefit thousands of children.

WE are glad to notice that the teachers of almost every institute are passing resolutions recommending certain amendments to the school law. This is what we have recommended, and just what ought to be done; but to make this result in the greatest good, one more step must be taken. Most of our legislators will never see these resolutions, nor know of the action of the teachers unless some means is taken to bring it directly to their notice.

We notice that some institutes have appointed committees, whose duty it will be to wait upon Representatives and Senators, as soon as elected, and urge upon them the necessity of these amendments.

Let other institutes take the same course; and in those counties where the institutes have been held and no committee appointed, let the Examiner, and others interested, act as a self-appointed committee and work just as faithfully as though regularly appointed.

Every Senator and Representative that comes to the Capital next winter, should leave home fully impressed that he must do something for the School Law. This will be the case if teachers will do what they are able to do.

Teachers, let us remember that "what is everybody's business is nobody's business," and go to work.

IN this number we give the introductory article to a series of papers on natural science in our common schools by Prof. Rush Emery, of our State Normal School. The object is to give a series of experiments in chemistry, philosophy, etc., so simple that the materials may be obtained and the experiments performed in our common country schools.

The practical importance of scientific knowledge is now being felt and recognized by our leading educators.

Illinois has taken the lead in this matter, and now every teacher, in addition to the usual branches, has to pass an examination in Natural Philosophy, Botany, Physiology and Zoology.

In St. Louis the course of study requires that each teacher in the Primary, Intermediate and Grammar grades give one lesson, or familiar talk each week on some branch of natural science.

These lessons are carefully graded by the Superintendent, so that when

a child has finished the common school course, it has a good general knowledge of the natural sciences.

"The First Day of School" will be read, with not a little interest, by hundreds of teachers. No other day is so important to the teacher. On no other day will each word and each act so impress the children. "As the first day, so the school," is a true saying.

The teachers of Indiana will all be glad to again read something from the pen of their old friend, Prof. G. W. Hoss, former editor of this Journal. He has said some sensible things in his article on "The Use and Non-use of Text Books."

We have given in full the Rules and Regulations of the Gibson County Public Schools.

Examiners, especially, will find them interesting, as they are new and original. They are certainly worthy of careful consideration. The basis upon which teachers are paid is certainly the correct one when teachers can be carefully graded.

The Examiner, Mr. Stilwell, tells us that he has no difficulty in enforcing these rules.

The criticism on Prof. Hewett's definition of a compound number, is worth a careful reading.

The article on Mental Overwork and Insanity, by Dr. Elstun, who is one of the physicians at the Asylum for the Insane, confirms what we have long believed, viz., that few persons injure their brains by *study*.

There is but little danger of overworking the brain, if proper care is taken of the body.

In all our experience we have never known either man, woman or child who took proper exercise, ate healthful food and slept sufficiently, to injure the brain or the health by mental over-work.

The History of Words is an interesting study and should be encouraged. The article on that subject would be profitable to read to a school.

We heartily indorse most that Mr. Martin says in his article on Country Schools. We must have better teachers. But he is certainly in error as to the importance of Teachers' Institutes. These institutes have done more, and are doing more, to advance the cause of Education in Indiana than any other one agency.

OUR frontispiece, this month, is a fine lithograph of our State Normal School building. The building is not yet entirely finished, owing to the fact that the last legislature disbanded without making the necessary appropriation. When completed, according to design, it will be one of the finest Normal School buildings in the United States.

We already have one of the best Normal Schools in the entire country, and it is so pronounced by distinguished educators from other States.

If a teacher wishes simply to be "whitewashed," or made to believe that he knows everything, when, in fact, he knows nothing as he ought to know it, we advise him to go to another Normal School that we can mention; but if he wishes to become thoroughly grounded in foundation principles—if he wishes to become a thorough scholar and a scientific teacher, we earnestly recommend him to the Indiana State Normal School.

The fact that a large majority of the teachers who go to the Normal, expecting to stay but a single term, become so infatuated that they stay the entire year, if they do not complete the course, is the strongest recommendation that the school can have.

The Fall term opens September 4th, and we hope that the attendance will be large.

We give this month the programme, nearly complete, of the State Teachers' Association. The Chairman of the Executive Committee deserves not a little credit for giving us the programme at so early a date. And all must agree that it is a good one.

It should be our aim to make each succeeding Association better than any that has preceded it. Let this be our motto this year. We urge teachers, at this early date, to begin to calculate on attending the State Association. Teachers should take a pride in their profession, and attend their annual State meeting *as a matter of course*.

THE Editor of the Common School Advocate devotes an entire column of his paper (August No.) to our benefit.

The article contains a little truth and a great deal that is not truth. The head and front of our offending has been that we have said that Higgins & Ryan are the proprietors of the Advocate, and that it is published with a view to advertising their business. If they will give us a polite invitation, we will tell them what we know about their Bent Wood Furniture, and they can publish our letter under their head of "Important Correspondence."

We beg the Editor's pardon for using the word "imported," with reference to him. It was simply a quotation from one of his employers.

MISCELLANY.

QUESTIONS FOR THE EXAMINATION OF TEACHERS, PREPARED BY STATE BOARD OF EDUCATION, JULY, 1872.

The Examiner's attention is called to the following:

The Examiner, during the examination, should prohibit:

First. Any communication of one applicant with another, or of an applicant with a visitor.

Second. Any use of, or reference to, text books, or books of any kind.

The Examiner should require the applicants, so far as practicable, to occupy separate desks; and he should give the examination *personal attention throughout*. He should prohibit any applicant taking a list or copy of these questions. The examination, in any particular branch, should be uninterrupted by intermission, or by the applicant leaving the room, and be completed before that of another branch is commenced. The applicant should be required to number the answer to correspond with the number of the question, and when he is unable to answer the question, to write, *not answered*. The neatness of the applicant's papers and personal appearance should be considered in determining the length of the certificate.

GENERAL QUESTIONS.

1. Give your name and post office address.
2. What special preparation have you made for teaching?
3. Do you take or read educational works or periodicals? If so, name them.
4. Have you attended Teachers' Institutes? If not, why?
5. Have you taught school? What grade? How long?
6. What is your age?
7. What is the length of your previous certificate?

PHYSIOLOGY.

1. What is Anatomy?
2. Describe the skull.
3. Explain how much muscles increase in size when exercised.
4. Define and describe a nerve.
5. Write what you know of the physiology of the circulatory organs.

GEOGRAPHY.

1. Of what Lakes is the St. Lawrence river the outlet?
2. From what States and Territories can you enter British America, without crossing a lake or a river?

3. Locate Cape Hatteras, Delaware Bay, and Cape Mendocino.
4. Bound Mississippi.
5. What are the countries of Europe, and their capitals?
6. Describe the Thames river.
7. Locate Lyons, Rome, Berlin, Liverpool and Constantinople.
8. What large Island on the eastern coast of Africa, and what waters separate it from the main land?
9. Name five large islands in the Mediterranean Sea.
10. Draw a map of Connecticut, and locate its principal cities and rivers.

ORTHOGRAPHY.

1. What is a triphthong?
2. Give an example.
3. Should words be divided into syllables during the spelling?
4. What sound has *I* in the word union?
5. What is the difference between the name and sound of a letter?

1. Lucid.	6. Legible.
2. Reside.	7. Chisel.
3. Reverie.	8. Bequeath.
4. Perceive.	9. Recourse.
5. Turpentine.	10. Seizure.

ARITHMETIC.

1. What is the difference between an abstract number and a concrete number? Write two abstract and three concrete numbers.
2. What is the process of changing a number from one denomination to another called?
3. What is the cost of a lot 45 rods long, 24 rods wide, at \$276 per acre?
4. If 5-9 of a farm cost \$3,750, what will $9\frac{1}{2}$ farms cost at the same rate?
5. From 1 take 85 ten-thousandths, and divide the remainder by .005.
6. Express the the following per cents. decimally, 184, 2-5.
7. What is the interest on 25 cents for 1 year, 1 month, and one day, at 9 per cent.?
7. What is the difference between par value and the market value of stock?
9. At what per cent. of profit must a merchant sell \$4,200 worth of goods, to gain \$1,470?
10. Extract the square root of 91, to four places of decimals.

GRAMMAR.

1. Write the 3d person, singular and plural, of the Personal Pronouns, in all genders.
2. Decline the Relative Pronouns, who, what, that, which, and as in the singular and plural. (In columns, to save space.)

3. What distinction is made between "If I was," and "If I were?" Illustrate the difference by using them.
4. Can you form the Passive Voice of sit and shoot? If not, why not?
5. What are Auxiliary Verbs, and why are they used?
6. Write the difference in meaning between the sentences, "you shall go," and "you will go."
7. Write a sentence in which the verbs in the Imperative, Infinitive and Indicative moods are used, and underscore each.
8. Parse the italicised words in the sentence, "He said *that that that, that that* boy parsed, was wrong."
9. Give the analysis of the sentence, "If I do, kill me."
10. Correct "He done the work beautiful," and explain carefully what principles are violated.

HISTORY.

1. Give the first and last battles of the Revolutionary war.
2. Give the history of the Declaration of Independence.
3. Name the Colonies that first became States.
4. What are some of the essential differences between the Articles of Confederation and the Constitution?
5. What were some of the causes that led to the war of 1812.
6. What were the reasons which led to the purchase of Florida, and from what nation was it purchased?
7. Give the immediate causes that led to the battle of Gettysburg, and its result.
8. What occasioned the repeal of the Missouri Compromise, and what effect did it have?
9. What is the history of the rebel steamer, "Alabama?"
10. Why was slavery not extended into the territory north of the Ohio river?

STATE TEACHERS' ASSOCIATION.

To the Editor of the Indiana School Journal:

It seems to me to be about time to "agitate" a little in reference to the next meeting of the State Teachers' Association, which will organize at Logansport, on the 31st day of December next.

The JOURNAL has been one of the strongest helpers in the work in the past, and we therefore expect its kindly assistance in the future. Be pleased, then, Mr. Editor, to procure the longest stick at your command and proceed, without delay, to stir up the teachers of the State, even from Steuben to Posey, not forgetting the region round about Indianapolis. And as your JOURNAL goes beyond our borders, I believe, please mention to our fellow teachers, just over the line, that they need

not stay away from this grand Institute because they are afraid that they will not be recognized as Hoosiers. Ask them one and all, thus early in the season, to make preparation to attend this meeting at Logansport, so that we may there see such a gathering of our teachers as has never before been witnessed.

Ask the attention of Superintendents and County Examiners to the subject. Ask them to agitate it among their teachers, to speak of it in their lectures and at their Institutes, and to write about it in the county newspapers.

In this way and in this way only, as it seems to me, can we bring out our teachers in large numbers.

The following is a partial list of the subjects to be presented:

EXAMINERS AND SUPERINTENDENTS' SECTION.

1. Opening Address—D. Eckley Hunter.
2. "When and where shall we hold County Teachers' Institutes," looking to questions of economy, ability and attendance?—S. P. Thompson.
3. "The powers, duties and qualifications of County Superintendents."—E. Sumption.
4. "Best methods of influencing public opinion in favor of education."—Clarkson Davis.
5. "A uniform system of marking licenses necessary."—Rawson Vaile.
6. "How shall we determine the scholarship of our pupils, looking to advancement or promotion."—A. M. Gow.
6. "Township Graded Schools."—W. T. Stillwell.
7. "Should any man hold the office of County Superintendent who cannot obtain a State license?"—Rev. Gilbert Small.

COLLEGIATE SECTION.

1. Inaugural Address.—Prest. Jos. Moore.
2. "A common course of study for our colleges."—Prof. Jos. Tingley.
3. "Behavior of college officers towards their pupils as a means of culture."—Prest. Joseph F. Tuttle.
4. "The proper relation of the Lecture System to a course of instruction in colleges."—Prest. Cyrus Nutt.
5. "High School work in Indiana."—Geo. P. Brown.

GENERAL SESSION.

1. "Discipline—what it is and how to secure it."—John Cooper.
2. "The qualifications and influence of the true woman."—Mrs. Sarah A. Oren.
3. "Common Sense in the school room."—W. H. Powner.
4. "The Kindergarten in Theory and Practice."—Prof. H. B. Boisen.
5. "Psychology as applied to the business of teaching."—H. S. McRae.
6. "The relation of German to our Public Schools."—E. P. Cole.
7. "What shall we do with the bad boys?"—C. W. Ainsworth.

8. "Moral Training in the Public Schools."—Pres. Wm. A. Jones.
9. "Incentives."—J. J. Mills.
10. "Compulsory Education."—Fer ———, against D. D. Luke.
11. "The art of questioning."—Mrs. Lois G. Hufford.
12. "How to cultivate a taste for English Literature."—J. A. Zeller.

In addition to the above, Hon. Wm. T. Harris, of St. Louis, has accepted an invitation to deliver an address before the Association. Other distinguished educators have been invited to be present, and will be heard from in due season.

Very respectfully yours,

J. H. SMART, Chairman Ex. Com.

W. P. PHELON, Examiner of Laporte county, in an address to his Normal class, used the following language. It teaches an important lesson, which many of us need to learn:

"Never teach a rule simply because it is in the book. If your experience shows you that you have something better, use the better way. Do not wrap yourself in folds of red tape or musty bookishness, and then complain that you are so fettered that you cannot move. Never accept yourself nor permit your pupils to accept any statement simply because 'the book says so.' Always allow and encourage your pupils to ask 'Why?' It might stimulate yourself to higher achievements. Do not suppose, because you were taught a particular way, there can be no other. Learn all methods, and use whatever best suits the case in hand."

THE American Association of Science has just closed a very prosperous meeting at Dubuque, Iowa. More than one hundred papers were submitted and disposed of.

The next annual meeting will be held at Portland, Maine.

The following are the officers elect: For President, Prof. Joseph Lovering of Hanover College; for Vice President, Prof. Worthen, State Geologist of Illinois; for Permanent Secretary, Prof. White, State Geologist of Iowa; for Treasurer, Prof. Walsh, of Philadelphia.

AN unusually large number of Institutes were held during August, but Examiners have been slow in sending in reports of the same.

A LARGE number of teachers, throughout the State, will be greatly obliged if the State Board will answer the following question: "Which way does the water flow through the Strait of Gibraltar? Why?" Especially *why*.

We hope the Board will grant this very reasonable request.

SPICELAND ACADEMY has been incorporated, and an effort will be made to raise a large endowment fund.

THE school is no place for a man without principle. I repeat, *the school is no place for a man without principle*. Let such a man seek a live-

likhood anywhere else ; or, failing to gain it by other means, let starvation seize the body and send the soul back to its Maker as it is, rather than he should incur the guilt of poisoning youthful minds, and dragging them down to his own pitiable level. If there can be one sin greater than another, on which heaven frowns with more awful displeasure, it is that of leading the young into principles of error and debasing practices of vice.—Page.

THE Trustees of Wabash College have advanced the salary of the President from \$2,000 to \$2,500 per annum, and the salaries of the Professors from \$1,500 to \$2,000. This is a step in the right direction. It is somewhat humiliating to College Professors to be compelled to work for a salary less than that received by many superintendents of city and town schools, and even principals of high schools.

THREE golden medals, worth \$20, \$15 and \$10, respectively, have been offered by citizens of Vincennes to the three best pupils of the Vincennes High School. The estimates to be made, at the end of the year, on the attendance, good behavior, and public examination.

THE Indiana State Fair begins in Indianapolis the last day of September, 1872.

INSTITUTES.

PERRY COUNTY.—The Perry County Teachers' Institute convened at Cannelton, August 5, and continued in session five days. Number enrolled, 88; average attendance, 61.

Prof. D. E. Hunter, Superintendent; Miss Maggie Holderbaugh, Assistant. John D. Stephenson, President; Miss A. Wales, Secretary; J. F. Patrick, Enrolling Clerk.

The exercises in Arithmetic, Geography, History, Physiology and Theory and Practice, were conducted by Prof. Hunter.

The exercises in Grammar and Reading by Miss Holderbaugh. Exercise in Spelling by T. Courcier, Examiner.

The teachers manifested an unusual amount of interest in all the exercises.

One prominent feature of the Institute, and one in which the teachers were very much benefited, was the examining of witnesses every evening; that is, calling upon some member of the Institute to come forward and answer all questions asked by the members present, pertaining to schools and school government. The "Query Box" was also used to good advantage. The critics for each day did excellent work.

Among others, the following resolutions were read and adopted:

1. *Resolved*, That the people should elect to the office of Township Trustees, such persons as would further the cause of education in their several townships.

2. That it is the duty of each and every teacher in the county to read the *INDIANA SCHOOL JOURNAL*.

3. That a vote of thanks be tendered Prof. D. E. Hunter for his services in our Institute.

4. That the teachers have monthly associations in each township in the county, on the second Saturday in each month.

5. That the Trustees should pay male and female teachers like compensation, according to the grade of their certificate.

THEO. COURCIER, Examiner.

FAYETTE COUNTY.—The Fayette County Teachers' Institute convened August 19, and continued five days.

Notwithstanding the intensely hot weather, the instructors, with the county Examiner, labored faithfully to profit those in attendance. It was the general opinion expressed, that the instruction was more uniformly practical and systematic than that of previous Institutes.

The following are the more important resolutions:

Resolved, That the thanks of this Convention be cordially tendered Professors Rippetoe and Housekeeper, Dr. Stanley, Messrs. Nickels and Gambol, for their assistance and instruction; by whose efficient management and teaching we have derived so much benefit.

Resolved, That we, the members of the Fayette County Institute, are fully convinced that county superintendency is imperatively demanded, in order to secure the greatest efficiency in our district schools.

Resolved, That we, Teachers and School Trustees of Fayette county, recognizing the importance of securing every aid to our work, and believing our *INDIANA SCHOOL JOURNAL* to be one of these helps, do hereby recommend that every teacher and school officer of our county become a subscriber and reader of the same.

Our enrollment of teachers was 62; school officers, 6; average attendance, 43.

I will try to complete a good list of subscribers to the *JOURNAL* next week.

J. L. RIPPEOE, Examiner.

LAPORTE COUNTY.—The Laporte County Institute closed its session on Friday, August 16. The enrollment reached 95—ladies 74, gentlemen 21. The exercises were full of interest and enthusiasm.

Judge Wm. Andrew, of Laporte, gave a fine lecture on the school law, and there were lectures on Physiology, by Dr. Higday, of Laporte, and instruction in vocal music, by Prof. Von Weller, also of Laporte.

The Institute was in charge of the Examiner, Wm. P. Phelon.

On Thursday, the citizens of Laporte tendered the teachers a picnic on the banks of one of the beautiful lakes for which Laporte is celebrated. Some two hundred were in attendance, and all enjoyed themselves immeasurably.

The Institute was preceded by a Normal Session of the Laporte Technic and Training School, of five weeks. We will venture to say that an amount of work was accomplished by the class in attendance, which will not be sur-

passed in Indiana this season. The number belonging reached 67, and the average daily attendance about 60. The daily programme embraced exercises in Arithmetic, Physiology, Geography and Map Drawing, History, Grammar, Reading, Spelling and Vocal Music. The courses of Physiology by Dr. Higday, and Vocal Music, by Prof. Von Weller, were very full and alone worth to the teachers the expense of the session. Prof. Phelon conducted such exercises as were not otherwise provided for.

OWEN COUNTY.—We have just closed one of the most successful Institutes ever held in Owen county. Enrollment, 115; average attendance, 75. A. M. Gow and J. R. Burton were principal instructors.

Mr. Gow's instructions were eminently practical. His work in the Institute and lectures to the citizens were well received, and will bear good fruit.

Mr. Burton, as a teacher of Reading, succeeded admirably in impressing our teachers with the importance of the subject. He strikes boldly at the root of the evil in the common method of teaching reading, showing that the *thought* is the central idea, and then the expression. We confidently anticipate a revival on this much neglected subject in our school this winter.

We send you a list of 30 names for the JOURNAL.

Respectfully,

W. B. WILSON, Examiner.

SHELBY COUNTY.—This Institute was held at the Seminary, in Shelbyville, Indiana, beginning August 12, 1872, and continuing five days. It was largely attended, and great interest evinced by the teachers. The total enrollment reached 220 names.

The principal instructors were Prof. T. Harrison, recently of Brookville, but now of the Shelbyville High School Department; Prof. W. A. Boles, Supt. Shelbyville Graded Schools; Mrs. Emma Mont. McRae, of the Muncie High School; Prof. W. A. Bell, of Indianapolis, and Examiner Norris, of Shelbyville.

Effectual assistance was also rendered us by Prof. Wm. J. Button, of Indianapolis; Prof. Thomas Kane, of Indianapolis; Prof. Thos. Charles, of Chicago, Ill.; Prof. W. H. Powner, Examiner of Decatur county, and his son, Mr. Charles Powner, for which they are entitled to many thanks.

Several teachers of the county also actively participated in the instructions and discussions of the Institute, for which they deserve compliment and encouragement.

An abundance of practical work was accomplished by the Institute, its sessions commencing at 9 o'clock, A. M., and adjourning at 5 P. M., with but two short recesses, one in the forenoon and the other in the afternoon, no time being wasted in unimportant matters and profitless disputes.

Resolutions were passed demanding county superintendency, increased length of the public school term to at least eight months, and that the public money due any school corporation be made dependent upon a supplemental levy by the Trustees thereof.

The INDIANA SCHOOL JOURNAL was earnestly indorsed, a club of 33 subscribers for it being made up during the Institute.

More than 100 actual teachers were in attendance, besides many young persons who are preparing to become teachers.

This Institute is universally conceded to be the largest and best ever held in the county, and shows that Shelby county teachers are wide awake and on the "forward march."

RICHARD NORRIS, Examiner.

MADISON COUNTY.—This Institute was held during the week beginning August 19. There was, by far, the largest attendance ever had. The time was fully occupied in the manner best calculated to give useful instruction to the teachers. The interest amounted to enthusiasm.

The distinguishing feature of the week's work was the complete devotion to practical matters. Questions were continually pressed upon all the instructors of the most practical character. Everybody worked. Great credit is due the Examiner, H. D. Thompson, Esq., for the manner in which he is working up the school interest of the county.

The interest and profit of the occasion were greatly enhanced by the presence and assistance of Messrs. J. M. Olcott, Daniel Hough, Thomas Charles and W. A. Bell. We will have reason to remember the lectures of these gentlemen a long time.

If we may have such assistance hereafter, and be led by so faithful an Examiner, we shall hope to see our county, ere long, in the front rank.

J. F.

WASHINGTON COUNTY.—Our Institute met in this county on the 12th of August.

On motion, A. A. Cravens was chosen President, C. S. Whitman Recording Secretary, and Geo. W. Hanna Enrolling Secretary. The whole number enrolled was 98; average daily attendance, 91.

It was one of the most enthusiastic and profitable Institutes ever held in the county. Every teacher was wide awake, and showed that he intended to make himself useful to his friends, and an honor to his profession.

The Institute was addressed by Dr. Nutt, Noble Butler, A. M., Rev. J. I. St. John, Prof. Pinkham and Prof. J. G. May.

These lectures were all instructive and interesting, being on the educational topics of the day.

On account of the earnest efforts of A. A. Cravens, Examiner, Prof. Pinkham, Prof. May, and others, this county is making rapid progress in educational matters. The three weeks preceding the Institute were spent by most of the teachers of our county in a Normal School at this place, conducted by Profs. May and Pinkham, in a manner calculated to improve even the best and poorest teacher.

J. M. C.

BOONE COUNTY.—The Teachers' Institute for Boone county began on the 6th of August. Profs. Olcott, Alcott and Bell dividing between them the labor of teaching.

The Institute was largely attended, and a high degree of enthusiasm prevailed.

By a full vote the Examiner was requested, hereafter, to grant no license where the general average falls below seventy.

By a unanimous vote the teachers resolved to read out of the ranks, as unworthy the honors of the profession, any man who uses intoxicating liquors as a beverage.

Institutes will be held as follows:

- Sept. 9. Elkhart County, Valois Butler, Examiner.
" Fountain County, at Covington, J. W. Harper, Examiner.
" 10. Henry County, at Newcastle, Clarkson Davis, Examiner.
" 23. Kosciusko County, at Warsaw, L. M. Spenser, Examiner.
" Jasper County, at Rensselaer, (2 weeks) S. P. Thompson, Ex.
Oct. 28. Stark County, at Knox, W. M. McCormick, Examiner.
" DeKalb County, at Waterloo, James A. Barnes, Examiner.
" White County, at Monticello, Gilbert Small, Examiner.

PERSONAL.

Dr. ANDRUS has accepted the Presidency of Asbury University, and will enter upon his new labors at once.

A. G. ALCOTT, the Elocutionist, has been employed to give his entire time to the public schools of Indianapolis. Most of his time will be spent in the high school.

The Professor thought so well of his new position that he married within two weeks of the date of his appointment.

Dr. W. B. FLETCHER has been elected to the Natural Science chair in the Indianapolis high school vice H. W. Wiley, resigned.

H. W. WILEY has resigned his place in the Indianapolis high school with the view of attending the Harvard Scientific School the coming year. Mr. Wiley has already made some reputation as a scientific scholar, and at the close of this year's work will be able to fill with credit the natural science chair in any of our best colleges.

E. P. COLE has resigned the superintendency of the Greencastle schools.

J. K. WALTERS, of Elkhart, receives this year a salary of \$1,700.

J. C. HOUSEKEEPER, who is to take charge of the Connersville schools, will organize a Normal class, to continue four weeks. A good class has already been secured.

J. L. RIPPETON, of Connersville, has been elected President of Brookville College, at Brookville, Franklin county, Indiana. May success attend him.

RICHARD OWEN, LL. D., of the State University, has been elected President of Purdue University, at a salary of \$3,500, but will retain his place in the former institution during the coming year.

Dr. Owen is a man of varied attainments and a ripe scholar, and we have only to repeat what we stated suggestively last month, "If the executive and disciplinary powers of Dr. Richard Owen are equal to his other qualifications, he is *the* man for the place."

We heartily join with the Doctor's many friends in wishing him the highest success in his new and enlarged field of labor.

PROF. J. S. HONGHAM, late Professor in the Kansas Agricultural College, has been elected to the chair of Natural Sciences in Purdue University.

He is to have charge of the erection of the new buildings, and enters upon his duties at once.

PROF. W. T. STOTT has been elected President of Franklin College, which has been resuscitated and will begin active life on September 12.

We are heartily glad that Prof. Stott has returned to this State, as he is one of our most valuable educators.

CLARKSON DAVIS, Examiner of Henry county, out of the last nine applicants for license to teach has rejected *eight*. Advance the standard.

We are creditably informed that J. I. Hopkins, the Elocutionist, while attending the Knox County Institute, was very much inclined to *Pie'y*.

LEWIS PRUGH, A. M., has been elected President of Vincennes University.

Mr. Prugh was a college mate of ours, at old Antioch, and always stood at the head of his class. We welcome him to Indiana.

ELD. ENOS ADAMSON has been re-elected principal of the schools at Mechanicsburg, Henry county.

R. A. TOWNSEND, has been elected principal of the high school at Vincennes.

B. F. FRENCH, of the Laporte high school, will take charge of the Martinsville schools at a salary of \$1,100.

T. J. BYERS leaves Zionsville and goes to Gosport at \$90 per month.

J. B. SWIFT, of Ann Arbor, Michigan, takes charge of the Laporte high school.

MISS ROSA SMITH, of Franklin, has gone to Oswego with a view of completing the primary course of that school in one year. Inasmuch as Miss Smith is already a good scholar and a good teacher, we presume she will succeed in her undertaking.

GEO. W. LEE leaves Bloomington to take charge of the Greencastle schools.

D. H. PENNEWILL has been called from Edinburg to Rockville, to the tune of \$1,500 a year.

We do not sympathise much with the Trustees at Edinburg. If they will not levy tax sufficient to keep their school the full school year, to pay teachers well, they must expect to lose their best teachers.

We congratulate friend Pennewill.

JAMES R. HALL will remain in charge of the Cambridge City schools the coming year. He spent a portion of his summer vacation in captivating and capturing one of the lady teachers of the Woodward high school, Cincinnati. We congratulate him.

D. E. HUNTER will open a Normal Department, in connection with the Princeton schools, for the benefit of those preparing to teach.

REV. W. N. DUNHAM, Examiner for Miami county, will begin a five-weeks Normal Institute at Mexico, September 3.

Mr. Dunham seems determined that his teachers shall be prepared for their work.

JAMES K. HAMILTON, Examiner of Jackson county, is expecting to visit all his schools and examine the pupils during the coming year.

J. W. THORNBURG opened a Normal graded school at Hartford City, which is to continue in session eleven weeks, and as much longer as the town is unprovided with public schools.

What is the trouble that Hartford City, a place of 1,200 inhabitants, cannot have public schools the entire school year? Something wrong.

JAMES A. BARNES, the Examiner, is teaching a Normal class, the first time such a thing has been attempted in DeKalb county.

We are glad to learn that he is meeting with good success.

THE National Teachers' Association, that has just been held in Boston, is reported as having been a very profitable one. We shall have occasion, in the future, to refer to some of the papers presented.

The next session will be held at Elmyra, New York. B. G. Northrop was elected president for the coming year. Mr. Northrop has accepted his call to Japan, and will start for his distant and new field of labor soon after the next annual meeting of the National Association.

LEE AULT resigns the superintendency of the Farmland schools to take the principalship of the high school at Winchester.

C. W. PARIS has been elected Superintendent of the school at Farmland.

F. M. LACY leaves Knightstown to take charge of the Lewisville school.

C. S. ATKINSON is to take charge of the school at Linn, Randolph county.

J. B. ALLEN goes to Milton the coming year.

BOOK-TABLE.

THE ECLOGUES, GEORGICS, AND MORETUM OF VIRGIL, by George Stuart, A. M., Prof. of Latin in Central High School, Philadelphia. Eldridge & Brother: Philadelphia.

Another of Chase and Stuart's excellent Latin series has been placed in our hands, to which we take pleasure in calling the attention of the public. In style, binding, etc., it is inferior to none of its predecessors, while the *real merit* of the work will readily be apparent to all who examine the carefully chosen text, the not too copious notes, and the excellently prepared Lexicon. As a series, these books are very popular. Aside from their own merit, the exceedingly low price of these volumes renders them possible and acceptable to all.

BROWN'S PHYSIOLOGY AND HYGIENE. Cincinnati and New York: Wilson, Hinkle & Co.

The author of this book is R. T. Brown, M. D., who was, for many years, Prof. of Natural Sciences in the North-Western Christian University, and who is, at present, chemist in chief in the department of agriculture, at Washington. He needs no introduction to the teachers of Indiana.

We have examined this little volume with more care than is our wont, and with not a little gratification. It gives us pleasure to know that one of our fellow teachers has prepared a text book that is equal to the best of its kind yet published.

The author has wisely made *Hygiene* the leading feature of his work, and has thus made it a valuable book for the family, as well as for the school.

It is of far more importance that persons should know how to preserve their health, than to know how to cure themselves when sick.

The publishers have excelled themselves in doing their part. The binding, the paper, the type, are beyond our criticism. For Intermediate and Grammar grades of schools, we believe that "Brown's Physiology and Hygiene" is the book.

HARPER'S UNITED STATES READERS, by Marcus Wilson. New York: Harper & Brothers.

We have just finished an examination of these books (six in number), and find that we have seen them before. They are simply Wilson's Intermediate Series re-arranged and re-numbered. The Primer is made the First Reader, the First the Second, etc. We have given our views of some of these books separately, and we now have this to say of the series: Considering the small size of the books, the grading, the variety of style, the pictures, the character of the selections, the easy conversational style (a style in which children *naturally* speak correctly) in the lower books,

the classification of subjects in the higher books, the suggestions and notes for the benefit of teachers, in our judgment, this is the best series of Readers published.

CHASE'S WRITING SPELLER AND DEFINER. Chicago: Adams, Blackmer & Lyon.

This is a book resembling a copy book in form and size, and is used in written spelling exercises. Each page is ruled into three columns. The words are to be written first in the two outer columns, and the corrected words in the middle column.

There is no method by which the spelling of a word can be so readily and so permanently fixed in the mind as by writing it. We know this from personal experience and from actual test in the school room. We therefore do not hesitate to commend these books.

HARPER'S WEEKLY. Nast's Cartoons, alone, are worth the subscription price of this prince of Weeklies.

YOUNG FOLKS. The September number of this magazine fully sustains the reputation of this charming paper. It is *always* welcome.

BROWN'S GRAMMAR OF ENGLISH GRAMMARS. New York: William Wood & Co.

This book is what its title purports. It is the summing up of all grammars.

It is the author's plan, in treating any given point, to give what all the leading grammarians say of it, and then himself make a summing of the testimony, and draw conclusions.

It is a perfect encyclopedia of grammatical information, and no teacher's library is complete without it.

If teachers will read our new advertisements, this month, they will learn something of some new books that teachers ought to know.

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INDIANA SCHOOL JOURNAL

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No. 10

ARITHMETIC AND HOW TO TEACH IT.—V.

COMMON FRACTIONS.

BY PROF. E. C. HEWETT.



WILL ask the reader to turn to my third article in the April JOURNAL, on *different kinds of units*. I there brought forward some principles and some statements that I may wish to use. Fractions are *numbers* in the full sense of the definition we have given; and all simple fractions are simple numbers; while what are commonly called mixed numbers belong with the compound numbers.

Of course, the first thing to be done in teaching fractions to children, is to make them acquainted with some *real* fractions, not merely with the *figures* that represent them. For this purpose, apples, oranges, small sticks, or even lines on the board—one or all—may be used; and the most important truths about fractions can be illustrated. For instance, the child can be shown, readily, how different fractions get their names, as *thirds*, *eighths*, *tenths*, etc. He can be shown that, if you divide your primary unit into more equal parts, the resulting fractional units will be smaller; if there are twice as many parts made, the units will be half as large as before, etc.

He can be shown that, if he has some thirds and some sixths to add, or count, together, he can give his result a single name only by cutting his thirds into sixths, and then adding.

He can also be shown that, if he has four sixths, for instance, he can count them as two thirds, or make two thirds of them, by putting them together, two by two. It will be seen that the exercises I here suggest, which the teacher may extend very much,

lead to the principles underlying very many of the operations in fractions; and all this may be accomplished with things themselves, and without the use of a single figure. One would naturally think these exercises would be easy to give, but experience has taught me that it is very difficult to get most young teachers to do such work well. It is *object teaching* of a very useful kind; and any one who has to teach the elements of Arithmetic to little children should not rest easy till this power to illustrate, clearly and philosophically, by actual objects, is gained.

We next call attention to the peculiarity of fractional notation. Fractional units are *relative units* (see April JOURNAL), whose *number* is shown by a figure above a line, while the number of such units necessary to make a primary is shown by a figure below the line; this latter number will determine the *name* of the units. Hence, the first figure is a number—or *numberer*—while the second is a denominator, or *namer*: these are the literal meanings of the terms we use. The numerator, then, always expresses the *number* in the fraction, or answers the question, *How many?* while the denominator tells the *kind* of units, or answers the question, *What?* This is the first and most important view of that peculiar form of notation which we call a fraction. But it is to be noticed that the same form of notation is used for two other purposes, viz: to express an *unexecuted division*, and to express a *ratio*.

Space will not permit me to dwell at length on operations in fractions. Most of the operations can be, and should be, illustrated by the use of objects, as suggested before; such as changing fractions to a common denomination, reducing to lowest terms, multiplying the denominator to divide the fraction, or dividing the denominator to multiply the fraction. Let me dwell a little upon the method of illustrating the ordinary process of multiplying one fraction by another. Let the problem be to multiply $\frac{3}{4}$ by $\frac{3}{4}$; this means that we are to *take three-fourths of three-fourths*. Let the class have three-fourths of an apple; now let us take *one* fourth of this quantity. They will easily see that they may take one-fourth of what they now have by cutting each piece into four equal parts, and then taking one from each group of four parts. They now have three parts, as before, but what are their names? They will see that, as the cutting of each of three-fourths into fourths gave them twelve equal parts, if they had cut each of the

four-fourths, or the whole apple, into four equal parts, there would have been *sixteen* of them; hence, the name of the parts they now have is *sixteenths* of an apple. You may express what they now have by $\frac{3}{16}$ on the board; this expresses one-fourth of three-fourths of an apple. Now they may see that the new denominator is made by multiplying four, which showed how many parts the whole apple was divided into, by four, which showed how many parts each fourth was to be divided into. Hence, *the denominators are multiplied together for a new denominator*. Now, as we got one-fourth of the three-fourths by taking *one* from the four equal parts into which each fourth was divided, we shall get three-fourths of the same by taking *three* parts instead of one; this will give us nine parts, which, we have already learned, are called *sixteenths*. This 9, the new numerator, is found by *multiplying together the old numerators*. I have drawn this out at length, because it is, perhaps, the most difficult of all those things about fractions which I have suggested as readily illustrated by objects. It seems to me that a child who had gone thoroughly through this process, actually doing the work himself under the eye of his teacher, is in little danger of forgetting either the rule or the reason for it.

I have a suggestion to make about some examples in Addition of Fractions. Suppose I am to find the sum of $4\frac{3}{4}$, $1\frac{1}{6}$ and $7\frac{7}{12}$. Some books absurdly tell you to change mixed numbers to improper fractions in this case. Do no such thing; the whole numbers will never be in better shape for adding than they are now. But, how about the fractions? I see that the first needs one-fourth to make a unit, while the second needs one-sixth to become a unit. Three of the seven-twelfths will satisfy the first want, and two of them will satisfy the second. Now, collecting the whole numbers, I have 7, while there remain two-twelfths, or one-sixth; hence, the answer is $7\frac{1}{6}$. To be sure, the numbers in this case were chosen for convenience; but something of this kind can be done oftener than one who is not in the habit of looking for such things, would suspect.

I have noticed much discussion in the JOURNAL about the common rule for the division of fractions. There are several good methods of explaining the rule; but I will offer one founded on the view of fractional notation that I have given above. Suppose I am required to divide $\frac{3}{4}$ by $\frac{1}{6}$. The number by which I

am required to divide $\frac{7}{5}$ is 5; and I have learned that I may do this by multiplying the denominator 7 by 5. I will indicate the work thus, $\frac{7}{5} \times 5$. But I have now divided by 5, using it as a whole number; the 5 I ought to have used is only one-eighth as great as the one I have used. If the divisor is eight times as large as it ought to be, the result is only one-eighth as large as it ought to be; I multiply the result by 8, by writing 8 as a multiplier of the numerator, thus, $\frac{7 \times 8}{5}$. This is the true result; and, by way of reasoning, the numerator of the second fraction has been multiplied into the denominator of the first, while the denominator of the second has been multiplied into the numerator of the first; hence, the rule.

The criticism of B., on my article in the August JOURNAL, is rather a criticism of *words* than of *things*. He says: "A compound number is composed of different groups of units; a unit in one group differing in value from a unit in every other group; while a simple number is composed of but a single group of units." So he says: "Twenty-three is simple, while two tens and three units is compound;" three dollars and three cents is compound, he claims, as well as three bushels and three pecks. I do not care to discuss the use of the *words*, particularly; but, it still remains true that these numbers, in the last case, differ radically and essentially in this: that I can read the first as "one group," *at once*, because the ratio of increase is *ten*, while I can, by no means, read the second as "one group," without a previous multiplication and addition. Hence, the first number is simple, in reality, although compound in form. For, as I choose to regard it, *any number which may be read by a single name, at once, is a simple number*; all such increase in a ten-fold ratio.

NORMAL, ILL., Sept. 16, 1872.

TEACHER AND CLASS.

A teacher, whose acquirements are limited to the text books he uses, can never achieve real success in conducting his recitations. "A good schoolmaster," says Guizot, "must know much more than he is called upon to teach, in order that he may teach with intelligence and taste." It is a question worthy of consideration, whether the ambition and love of study inspired in a class

by a scholarly, skillful and enthusiastic teacher are not worth more to the pupils than all the studying they are able to do. What is more contagious than example? What is more glorious than a noble example as an inspiration to worthy deeds? The teacher who does not show that he can go beyond the text book in his search after truth, and enrich the knowledge which his pupils have acquired by copious additions to it from his own well furnished storehouse, is lacking in the first element of power in his great work. This is, in fact, one of the true secrets of power in teaching. It secures the confidence, it arouses the interest, it commands the respect and admiration of the class, and supplies the most needful conditions to its progress. Hence, let the teacher ever go before his pupils in the class-room full of his subject, all aglow with its spirit, ready to meet every difficulty, to answer every objection, and supply every omission which may arise in the course of the sharp drill that is to follow.—*Minnesota Teacher.*

OVERWORK.

The complaint is almost universal that in our American life we overstrain the muscle, overwear the brain and overburden the heart. Men, at the hottest point of enterprise, give out, and consumption takes the body, lunacy the mind, avarice the affections. Prominent men drop suddenly here and there, when they are all aglow with perspiration, and dilated eye, and absorption of success. The epitaph is, "died of overwork." It should be, "died of mismanaged work." That wheel on the car is not hot because it rolls faster than the other wheels, nor because it is weaker or stronger; but because its journal was not packed so well—because some unusual friction has heated it. Here is a sewing machine with which a woman has flung thread enough to baste the two hemispheres together at the equator, and reach the north pole and make a spool of it. And yet it has needed little repair as it sung the dollars together with its monotonous buzz. Here is another that is returned broken in pieces and radically injured. Lack of lubrication, misfeeding or guiding caused an injury, and then it has been up-hill work ever since, till it has become absolutely worthless.

Men are worked in precisely the same ways. A man cannot

run his body and leave his mind behind without harm; nor his mind and leave his body in the lurch; and neither, and fling his soul out to the dogs. False work, misjudged and misguided work, is the crime of the day. No mechanic shall fail in muscle nor in skill if he will fertilize his mind as he goes along, and keep a window in his soul open to God. No business or professional man shall waste in body or waver in mind if he will proportion his intellectual and physical toil, and not forget his religious obligations.—*Rev. Wm. Alvin Bartlett in The Chicago Pulpit.*

SOMETHING FUNNY IN FIGURES.

BY C. C. HASKINS.

If you have a column of certain figures to add, my young friends, and, in putting the figures on the slate, you transpose one or more of them, your answer, of course, will be wrong; and, what seems very strange at first sight, the amount of the error will be a number which can be divided by nine, without a remainder. Now, see. Let us add 365, 420 and 904;


365	356	563	635	653
420	420	204	402	042
904	904	409	940	490
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
1689	1680	1176	1977	1185

As the first is correctly set down, the answer is correct. The rest have exactly the same figures, but they are transposed, and are all wrong. The second one, as you will see by subtracting it from the correct answer, shows an error of 9, the next 513, the next 286, and last 504. The same would be true if the columns were a page instead of three sums. Now for the explanation; but, before you read it, close your eyes and try to find a good reason for the fact. That will be hard work, I know, but do yourself the justice at least to try, and then read on to see how we agree.

If I set down the figure 1, it only counts one; but if I push it along to the left, by adding a cipher (0), it then stands for ten, and the difference is nine. So of any other figure. If I write 63 when I should have written 36, the 6 counts 54 more than it should and the 3 counts 27 less than it should, and the difference between these two amounts is just 27, or 3 times 9.—*Hearth and Home.*

BOSTON METHOD OF TEACHING PRIMARY ARITHMETIC.

BY ELIZA A. WIGGINS.

 THE starting point in Mathematics is the development of Number. A right beginning justifies, almost secures, a right ending. A slow and sure progress will be made by the constant use of objects brought before the child's eye—handled and counted by himself. This method (through the enthusiasm of the child) may startle the stiff disciplinarian, but most valuable and accurate practical knowledge will be gained.

Every member of the class requires to be furnished with a very economical apparatus, which will serve for all succeeding classes. This apparatus consists of paper boxes, $5\frac{1}{2}$ inches long, $3\frac{1}{2}$ inches broad (the covers fitting loosely), within each of which are kept 25 inch cards of various pleasing colors. On the under part of the box is written the child's name, also the year, month and day it was loaned to him.

Twice a week we have a very simple process of counting the cards to see that each child has his complement—never allowing any one to carry a card home to feast the eyes of juvenile members. These boxes are kept in the desk, at the right hand corner, and are never touched, except by order. When the time appointed for their usage arrives, at a given signal the hands touch the boxes, carry to laps, place upon the desks, at the left hand upper corner, having the length of the boxes parallel with the length of the desks, and at the very edge—hands on covers—covers on desks directly below the boxes—hands in position.

The first idea to be developed is that of One, or Unity. The teacher presents one book, one pencil, one boy, and children can very readily assign to it the name of One. Children are requested to look about the room, and mention one thing they see; also one thing they have seen at home, on the street or elsewhere. Children are told to take one card from the open box and place it on the desk, at the right of the box, and touching the upper part of the box. After having advanced thus far, teacher places the figure 1 on the board, explaining its significance. Teacher makes one vertical line (|) on the board; children tell how

many lines are made, and copy the same on the slate; teacher makes the figure 1 on the board, children tell what it is and copy the same on the slate.

At the next lesson we have a review of One, and Two is brought forward in the same manner. Two objects are shown to the children—two desks, two slates, two girls. Children tell how many were presented. Children are told to place two cards on the desk, at the right of the box and on a level. Teacher makes two vertical marks (| |) upon the board; children tell how many, and make the same upon the slate. The figure 2 is made upon the board by the teacher, and its significance given; children make two upon the slate. The figure 7 is made upon the board by the teacher, and its significance given; children make 7 upon the slate.

In a similar manner, 3, 4, 5, 6, 7, 8, 9 and 10 are developed by actual objects and by count. Then we will take the combination of numbers—each decade by itself—to 100.

At first, the children are taught that 9 cards are more than 5 cards. The truth is evident to them as the cards lie upon the desk. In process of time they realize, without sight, that 3 oranges are less than 6 oranges, and, finally, they possess a knowledge of abstract numbers. They know that 9 is more than 7, 8 less than 10. To test their knowledge, teacher asks what number is counted before a certain number, what number after it; which is the larger number, which the smaller.

Children frequently count to 100 by the use of objects. The order of numbers can be easily taught at about this time; first, second, third, etc. Teacher tells the child to touch the tenth scholar, fifteenth desk, etc.

ADDITION.

With a sure foothold upon the value of numbers, we commence to count two numbers together, or to add. The signs of addition and equality are explained. The sign of addition, + (and), placed between two numbers, tells us they are to be counted together, or added. The sign of equality, = (are), tells us that the numbers on the left of the card, counted together, or added, are equal to the number on the right. Children comprehend, if they cannot explain, the meaning of signs.

One child is requested to stand in front of the class, also an-

other, and the children tell readily how many are standing. Children place one card upon the desk at the right of the box, and touching the box, also one card immediately below the first card, and they can tell at once how many cards are upon the desk. They read, looking upon the cards:

$$1 \text{ card} + 1 \text{ card} = 2 \text{ cards.}$$

Teacher makes one vertical mark (|) upon the board, also its equivalent in the figure 1. Children tell what they are, and copy on their slates. Teacher makes one vertical mark (|) immediately below it, also its equivalent in the figure 1. Children copy the same upon the slates. The work on the slates would be as follows:

$$\begin{array}{l} | = 1 \\ | = 1 \\ 1 + 1 = 2 \end{array}$$

Children would read, looking at the slate, thus:

$$1 + 1 = 2$$

We proceed to add 2, 3, 4, 5, 6, 7, 8 and 9 to 1 in the same way, and gradually to add to 2, 3, 4, 5, 6, 8 and 9, till the sum equals 10.

In connection with this work, teacher prepares plain white cards with the various combinations that amount to 10, using the signs + and = ($8 + 2 =$), but not marking the answer, which the children (each having a different combination) are required to read aloud, and to illustrate by cards upon the desks and also by marks upon the slates. Suppose the white card has the following upon it:

$$6 + 4 =$$

Children would read $6 + 4 =$, and they would place 6 cards in the first line at the right of the box, and 4 cards immediately below in another line. The work on the slate would be thus:

$$\begin{array}{l} 6 + 4 = \\ | \quad | \quad | \quad | \quad | \quad | = 6 \\ | \quad | \quad | \quad | = 4 \\ 6 + 4 = 10 \end{array}$$

After the colored cards have been examined by the teacher, to see if they were arranged according to the numbers on the white card (always obliging the children to place the number of cards in the first line to correspond with the second number on the white

card), the white cards are collected by the teacher, and the children look at the colored cards and repeat, thus: 6 cards and 4 cards are 10 cards. From the slate they would read thus: 6 and 4 are 10.

Each child answers according to his own arrangement of cards. Commencing with a different line of scholars every lesson, each child, after he has recited his own numbers, is allowed to arrange all the cards from his box upon the desk, in any proper form he may choose, thereby keeping him employed, and developing his own ideas of form. Sometimes they make letters, vertical lines, horizontal lines, a series of steps, squares, etc.

After all the lines of children have recited, at a given signal, the children put cards in boxes (boxes remaining on the desks), hands on covers, covers on boxes, boxes in laps, boxes in right-hand corners of desks.

Practical questions of imaginary or concrete objects are represented by cards, also by lines upon the slates, by the children.

After the children are thorough upon the principle of adding numbers, the sum of which is 10, we proceed gradually, in the same manner, to add numbers the sum of which would be 20. They also commence, at this stage of knowledge, at first by objects, afterwards abstractly, to count by 2s to 100, both odd and even numbers, also to add 2 promiscuously to any number less than 100.

When the principle of adding is thoroughly understood, we consign it to oblivion for a season (so as not to perplex the young minds with the principles of Addition and Subtraction at the same time), and begin to develop Subtraction.

SUBTRACTION.

With the children's knowledge of Number and Addition, they have quite a firm basis for starting upon a higher and more difficult principle. The sign of Subtraction, — (less), is explained to them. It signifies that the number on the right of the sign is to be taken from the number on the left, or the smaller number is to be taken from the larger. Like the other signs which the children have been taught, they understand their practical significance, but no definitions are required of them.

One book is brought before the class, the children tell how many they see, then the book is placed away, and they readily

see there is none left. One card is placed on the desk at the right of the box, and then one card is taken away (from the card on the desk and not from the open box), and removed to the very edge of the desk at the right hand, and the children quickly see that no cards remain, and they read, looking at the cards, one card less one card are no cards. On the slate, the work would stand as follows :

$$\begin{array}{r} 1 - 1 = \\ 1 - 1 = 0 \end{array}$$

The children would read, looking at the slate: $1 - 1 = 0$.

We proceed to take 2 from 2, 3, 4, 5, 6, 7, 8, 9 and 10, and gradually to progress to take one number from another which shall not exceed 10.

White cards are prepared by the teacher, one number to be subtracted from another, the minuend not exceeding 10. These white cards are worked out by the children with the colored cards, on the desks, and also with the vertical lines on the slate. Suppose the white card has on it the following :

$$10 - 7 =$$

Children would read $10 - 7 =$, and they would place 10 cards on the desk at the right of the box, and then 7 cards away at the right hand edge of the desk. They would readily see how many cards they had at first, how many they had taken away, and how many they had left. They would read, looking at the cards, 10 cards less 7 cards are 3 cards. Teacher would represent on the board, and the children would copy on the slates, as follows :

$$\begin{array}{r} 10 - 7 = \\ \begin{array}{ccccccc} | & | & | & | & | & | & | \\ | & | & | & | & | & | & | \end{array} \\ 10 - 7 = 3 \end{array}$$

Children tell how many lines to make at first to correspond with the first number on the white card, how many lines to take away to correspond with the second number on the white card, how many there would be left, and they read, looking at the slates, $10 - 7 = 3$.

Each child has a white card with different numbers upon it, according to which numbers the cards on the desks, also the lines upon the slates, are arranged, and, after the cards and lines have been examined by the teacher, the white cards are collected and the children look at the colored cards, and at the slates, and read according to their own arrangement.

By using the white cards (which the children are not allowed to touch), with the numbers upon them, for Addition and Subtraction. for the children to work out with colored cards upon the desks, and also with lines upon the slates, many advantages are secured. They familiarize the children with the figures and signs; they serve to economize the teacher's voice; a greater variety of combinations than would directly suggest themselves to the teacher's mind is grasped, and time and accuracy are gained.

During the present term, from September to February, this work was accomplished in the fifth class of a primary school, but a grand and thorough preparatory training had been successfully drilled through the two sixth classes, from which this fifth class was formed.

Semi-Annual Report of Boston Schools.

SHREW AND SHRIMP.

A Literary Curiosity, written by PHIL. FRANKLIN PENNY. Where is Webster's Dictionary?

Shrimp, her consort, ate a hough, [hok]
 Shrilly whistled for his shough, [shok]
 Shrewdly fled across the lough. [lek]
 Shriveled shrimp hid in sough, [suff]
 Shrubs around him in the sloughs, [chags]
 Shrank he at the noise of choughs, [chuffs]
 Shrugged his shoulders at a slough. [sluff]
 Shrimp returned, but it was through,—
 Shrouded rum and lake so rough,—
 Shroff, however, had gold enough.
 Shrimp, in debt, was on a furlough,
 Shrive the sheriff of the borough,—
 Sharp decoy he was, and thorough,—
 Shrank not to arrest him, though.
 Shrimp was hungry, and although
 Shrew was making cakes of dough,
 Shreds around, and a bread trough;
 Shril her voice, and bad her cough.
 Shrimp gave bail—went to the plough;
 Shrimp was sad; so near the slough,
 Shrimp himself hung to a bough.

NOTE.—The author believes that the foregoing contains every word in the English language ending in "ough," and nearly every word commencing with "shr."

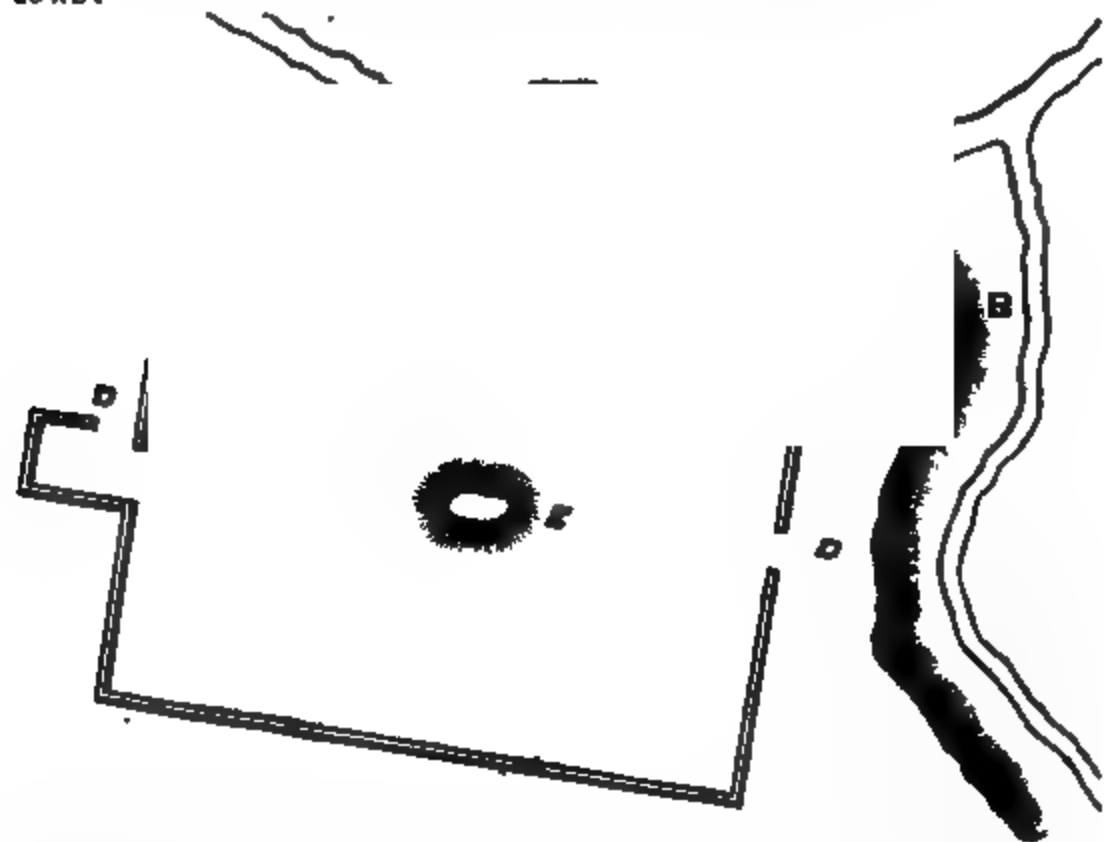
ANCIENT INDIANA.

BY DANIEL HOUGH.

TO INDIANA TEACHERS.—I have always been most successful in the pursuit of knowledge when it has been carried on in parallel leads or lodes, as the miners say. Teachers should study, first, works pertaining to their profession; this *lead* can never be worked out, for on teaching and the workings of the human mind, we may always learn.

Now for a parallel lead. I propose that, for this year, teachers take up the subject of Ancient America, and study the works of its ancient people, as found in the remains of their works in Indiana and elsewhere.

To the *fortifications for defense*, found in many parts of the State. They have never been numbered in Indiana. In Ohio, there are 1,500. Near Winchester, Randolph county, Indiana, we find the remains of one of these ancient fortifications, as follows:



A—White River. B—Sugar Creek. D—Door-ways. E—Mound. H—River bluff.

This ancient earthwork contains 31 acres, and is near the junction of Sugar creek with White river. The embankment was thrown up about 10 feet high. In the center is a mound,

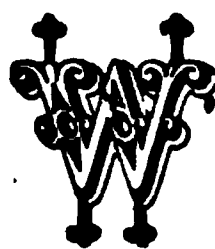
now only a few feet high, which, on being explored, yielded only charcoal and the remains of ancient fires. This ancient work leads me to *mounds*.

There are many of these in different parts of the State. In Ohio there have been found to be 10,000, ranging from 3 to 70 feet in height. In our own State they have not been counted. We want to know the number in every county, and also wish to learn all that can be known in regard to them; whether they have been opened, and what was found. In studying the mounds of the Mississippi Valley, Mexico and Central America, they have been classified according to their use; as,

1. Altar Mound.
2. Mound for Sepulture.
3. Temple Mound.
4. Animal Mounds, etc.

If possible, try and ascertain to what class those you examine belong. Find what implements this ancient people had for use; as arrow heads, stone axes, pottery, etc. Also, those for ornament, as bracelets of copper, pendants for nose and ears of stone. A good book for you to read is *Ancient America*, by J. D. Baldwin. I invite the correspondence of teachers throughout the State on this subject, and if there is sufficient interest manifest, will be glad to continue this subject.

A BILL TO ESTABLISH A NATIONAL UNIVERSITY.



WHEREAS, It is the duty of every Government to secure to its people facilities for the highest culture, no less than the means of elementary education; and,

Whereas, It is believed that such facilities cannot otherwise be so well provided for the people of this nation as by founding a university so comprehensive in plan as to include every department of learning, so high as to embrace the limits of human knowledge, so national in aim as to promote concord among the people of all sections, and so related to other institutions as to promote their efficiency, and with them form a complete system of American education; therefore,

Be it enacted by the Senate and House of Representatives of the United States, That an institution shall be established at the Na-

tional Capital to be called "The National University of America," where instruction shall be given in the higher branches of all departments of knowledge, and facilities shall be furnished for research and investigation.

SEC. 2. That the government of the university shall vest in a board of regents, a council of education and a council of faculties.

[Sections 3, 4, 5, 6, 7, 8, 9 and 10 describe the duties and powers of officers named in section 2.—ED.]

SEC. 11. That among the faculties first organized, there shall be, substantially,

1. A Faculty of Philosophy.
2. A Faculty of the Social and Political Sciences.
3. A Faculty of Jurisprudence.
4. A Faculty of Commerce and Finance.
5. A Faculty of Education.
6. A Faculty of Letters.
7. A Faculty of Natural History.
8. A Faculty of Medicine.
9. A Faculty of Agriculture.
10. A Faculty of Mining and Metallurgy.
11. A Faculty of Applied Chemistry.
12. A Faculty of the Mathematical and Physical Sciences.
13. A Faculty of Topographical and Hydrographical Engineering.
14. A Faculty of Civil and Mechanical Engineering.
15. A Faculty of Navigation.
16. A Faculty of Architecture.
17. A Faculty of Art.

SEC. 12. That no chair for instruction, sectarian in religion or partisan in politics, shall be maintained upon funds derived from the general university endowment; and no sectarian or partisan test shall be allowed in the appointment of professors to the chairs so endowed and maintained, or in the selection of any officer of the university. But chairs or faculties for instruction in any department of learning, or in the support of any principles of truth, may be endowed by gift, devise or bequest; and the parties endowing the same, or their legally authorized trustees, shall have the privilege, subject to the approval of the board of regents and council of education, of designating the titles

thereof, the instruction to which such endowments shall be devoted, and the persons by whom the instruction shall be given. But no amount less than one hundred thousand dollars shall be considered a full endowment for any chair in the university.

SEC. 13. That instruction shall, at all times, be as nearly free for students as is consistent with the income of the university, and the best interests of learning.

SEC. 14. That admission to courses of instruction or to the libraries, museums, or other auxiliaries of the university, shall be granted on conditions prescribed in the statutes; but no person shall be admitted for purposes of regular study and graduation who has not previously received the degree of bachelor of arts, or a degree of equal value, from some institution recognized by the university authorities.

SEC. 15. That in order to extend the privileges of the university and improve the collegiate and public instruction of the country, each State and Territory of the United States, in the ratio of population, shall be entitled to scholarships of such number, not less than one for each Representative and Delegate in Congress, and two for each Senator, as the board of regents shall determine, the candidates for which, being eligible to membership in the university, under the provisions of the foregoing section, may be nominated to the board by such Representatives, Delegates and Senators, from among the applicants resident in their respective districts, territories or states, on the recommendation of any institution of learning from which they have received their degrees, respectively. These scholarships shall secure instruction free of charge for tuition during the term of five years, one year to be devoted to general studies in the faculty of philosophy. Each State and Territory shall also be annually entitled to one scholarship securing admission for life to any and all faculties of the university for which the incumbent shall be found qualified under the regulations thereof. The nomination of all candidates for this life scholarship from any State or Territory shall be by the Governor thereof, on the recommendation of the institutions from which they have received their degrees, respectively; and the award of such scholarship shall be made after an open competitive examination under the direction of the council of education; but the authorities of the university may, for sufficient reasons, withhold the award of any scholarship, or cancel

its privileges, or those of any student in the university. There shall likewise be provided scholarships entitling to a partial or full support for such time, and on such conditions, as shall be determined.

SEC. 16. That for the advancement of science and learning, by means of researches and investigations, there shall be two classes of fellowships in the university, the first open to the competition of the graduates acquitting themselves best during their respective courses of study; the other a class of honorary fellowships, open to such learned men, whether American or foreign, as have merited distinction by contributions to knowledge. Such fellowships may be endowed by gift or otherwise, and the persons or States endowing them may, subject to the approval of the board of regents, designate their titles and the research and investigation they shall be used to encourage. The conditions on which fellowships shall be awarded, and the periods for which they may be held, shall be determined in the statutes of the university. At the close of each university year, any faculty may name to the board of regents any graduates who have so distinguished themselves as to justify their recommendations for positions in some appropriate branch of the public service.

SEC. 17. That as a means of giving practical effect to the foregoing provisions, there is hereby granted to the board of regents the sum of twenty million dollars in a perpetual registered certificate of the United States, to be unassignable, and bearing interest at the rate of five per centum per annum, payable quarterly in any legal-tender money of the United States. Such certificate shall be issued by the Secretary of the Treasury, and certified to the treasurer of the university, within three months after the organization of the board of regents under the provisions of this act; and the interest thereon shall be paid on the order of the board of regents, to be used by them in perpetuity for the sole benefit and support of the university. So much as is necessary of the interest first accruing from each certificate may be used for the purchase and improvement of lands for the seat of the university, for the erection of buildings, and for providing the means of illustration and investigation; but in the purchase of lands, and in the construction of buildings, such economy shall be used as is consistent with the paramount interests of education.

SEC. 18. That all gifts, devises and bequests, when made for particular purposes, in accordance with the design of the university, and accepted by the regents, shall be applied in exact conformity with the conditions imposed by the trust.

SEC. 19. That after the formal opening of the university for instruction, members, under regulations approved by the officers or prescribed by Congress, shall have access to the Congressional Library, to the scientific and other collections of the Patent Office, the General Land Office, the medical departments of the Army and Navy, and the Smithsonian Institution; to the Agricultural Department, with its experimental grounds, botanical gardens and conservatories; to the Naval Observatory; to the Bureaus of the Coast Survey and the Storm Signal Service; to the laboratories and workshops of the Navy and War Departments, to the hospitals under charge of those departments, and to all other collections and opportunities for scientific study under control of the Government, such access to be granted without detriment to the public service.

SEC. 20. That at the close of each fiscal year the board of regents shall make a report to Congress, stating the regents and officers then in service, the instructors and students in each faculty, and the property and liabilities of the university, with such other information as shall exhibit its operations, condition and wants; one copy of which shall be transmitted free to all institutions endowed under any act of Congress, and to all other institutions of learning in the United States whose degrees are recognized by this university.

The above bill was prepared by a committee, of which Dr. J. T. Hoyt is chairman, appointed at the National Teachers' Association, held at St. Louis more than a year ago, and was reported upon at the late Association held at Boston. The bill was introduced into both houses of Congress on the 20th of last May.

LESSONS IN ORAL GRAMMAR.

BY A. T. EACHER.



o obtain a list of words from the children and arrange them upon the board in the following manner:

boy	child	mouse	finger	it.
boys	children	mice	apples	them, etc.

Tr. What difference between the first two words do you notice?

Ch. The word boys has an s, and the word boy hasn't any.

Tr. Why does the second word have an s added to it?

Ch. Because it means more than one boy.

Tr. How many boys does the first word mean?

Ch. Only one boy.

Tr. or ch. gives term "denote," and ch. states facts with reference to all the words, that some denote more than one object, and others denote but one.

Tr. What kinds of words are these written upon the board?

Ch. Nouns and pronouns.

Tr. What have we learned in this lesson about nouns and pronouns?

Ch. Some nouns and pronouns denote but one object, and others denote more than one.

Tr. Because nouns and pronouns may denote but one object or more than one object, we say they have number. To what, then, have you found number belongs?

Ch. Nouns and pronouns.

Tr. If number *belongs* to nouns and pronouns, you can call it their —


Ch. Property.

Tr. helps the ch. to form the definition and then writes it upon the board. That property of a noun or pronoun by which it denotes one object or more than one object, is called *number*.

After this part of the lesson has been given, it will be easy to teach the next two definitions: a noun or a pronoun which denotes but one object is said to be in the singular number, and a noun or pronoun which denotes more than one object is said to be in the plural number.

Conclude the lesson by erasing the writing from the board and then exercising ch. in recalling definitions, by calling upon ch. to give sentences containing nouns of the singular number, pronouns in the plural number, etc., and by having ch. determine the number of each noun or pronoun in sentences given by Tr.

CITIES AND THEIR SOBRIQUETS.

EW YORK CITY is called the "Empire City," the "Metropolis," and sometimes "Gotham." The first titles were given to it because of its extensive commerce, numerous manufactories, and great wealth. It was first called "Gotham" in "Salmagundi," (a humorous work by Washington Irving) from the singular wisdom attributed to the inhabitants. "Gotham" is the name of a town in England, noted for the stupidity of its citizens.

Boston is the "Classic City," the "Modern Athens," and the "Literary Emporium," from its acknowledged preeminence in the literary and fine art pursuits. It is also, sometimes, called the "Puritan City," in allusion to the character of its founders and inhabitants. It is also called "The Hub of the Universe."

Baltimore is the "Monumental City," from the number and prominence of its monuments. The most noted of these is the Washington Monument. It stands on a rise of ground 100 feet high. Its base, 50 feet square and 20 feet high, supports a Doric column 176½ feet in height, which is surmounted by a colossal statue of Washington, 16 feet high, giving its summit an elevation of 312½ feet above the level of the harbor. The shaft, 20 feet square at the base and 14 at the top, is ascended by means of a winding stair within. The whole is constructed of white marble, and cost \$200,000. From its summit can be had one of the finest views in America.

Hartford is the "Charter Oak City," from the old oak so famous in our colonial history. It is said that the authorities of the king were about to destroy the colonial charter, which was the only guarantee for justice and civil freedom, when a patriot succeeded in getting hold of it, and hid it in this old oak tree, where it remained in safety till they could bring it forth without danger.

New Haven is the "City of Elms," from the profusion of elm trees growing in its public squares and streets.

Philadelphia is the "Quaker City," so named from the religious faith of its founders. It is also called the "City of Penn," and the "City of Brotherly Love," which last named is nothing more than the translation of the Greek original.

Charleston is called the "Palmetto City," on account of the abundance of palmetto trees in and around it.

Cincinnati is the "Queen City, so christened when it was the undisputed commercial center of the West. Also called Porkapolis, from the immense quantity of pork packed there.

Chicago, I believe, however, has taken the lead in this respect, for the last few years. *Cincinnati* is built on the site of old Fort Washington, first called "Losantiville." This word is made up as follows: *ville* means "village"—*anti* means "opposite," *os* means "mouth,"—and *L.* stands for Licking—and all, together, means "Village opposite the mouth of the Licking." This was considered rather an outlandish name, and was afterwards exchanged for *Cincinnati*.

Washington is the "City of Magnificent Distances," first called so (ironically) by Randolph, I believe, on account of the pretensions on which it was planned, and its vast area of still unoccupied ground. It covers a space $4\frac{1}{2}$ miles long and $2\frac{1}{2}$ miles wide, or about 11 square miles. The entire site is traversed by two sets of streets, from 70 to 100 feet wide, at right angles to one another; the whole again being intersected *obliquely* by 15 avenues, from 130 to 160 feet wide. It is also called the "Executive City," and sometimes the "Federal City."

Rochester is called the "Flour City," owing to the great number of its flouring mills, some of which are said to be the largest in the world.

Springfield, Illinois, is also called the "Flower City," being distinguished for the beauty of its surroundings.

Pittsburg is the "Iron City," from its iron trade and manufactures. It is also *emphatically* called the "Smoky City."

Cleveland, from the number of original forest trees in its park and public square, is called the "Forest City."

Portland, Maine, is sometimes known by the same name.

Louisville is known as the "Fall City," being situated at the falls of the Ohio river.

St. Louis is called the "Mound City," on account of the numerous artificial mounds that occupy the site on which the city is built.

"Crescent City" is a popular name for the City of New Orleans, the older portion of which is built around the convex side of a bend of the Mississippi river. The bend represents a crescent, or new moon. In the progress of its growth up stream, however, the city has now so extended itself as to fill the hollow of a curve in the opposite direction, so that the river front presents an outline resembling the letter S.

Ann Arbor is frequently known as the "Athens of the West."

Detroit is the "City of Straits," being situated on the stream that connects the two lakes, Erie and St. Clair.

Dubuque is the "Key City," as it is said to open the doors of trade to the Northwest and Pacific. It was settled by the French in 1786.

Lowell is the "Spindle City," from the great number of its cotton manufactories.

Milwaukee is the "Cream Colored City," from the color of the bricks of which its houses are made.

Indianapolis is the "Railroad City," from the number of railroads entering it. Twelve railroads now center in it, and it is the largest city in the United States not situated on some body of water. From 1860 to 1870, it increased in population from 18,000 to 51,000. Its present population is about 60,000.

Richmond, Indiana, is known as the "Quaker City of the West," as it is one of the principal settlements of Friends.

Keokuk is the "Gate City," a translation, I believe, of its Indian name.

Lafayette is the "Star City."

Terre Haute the "Prairie City."

Buffalo the "Queen City of the Lakes."

Hannibal the "Bluff City."

Chillicothe is called the "Ancient Metropolis," because it was the first capital of Ohio. In 1810, the capital was changed to Banesville, where it remained only two years, when it was moved to Columbus.

Montpelier is the "Green Mountain City," being the capital of the Green Mountain State.

Piqua, Ohio, is the "Border City," from its proximity to the border of Miami county, in which it is situated.

St. Paul is the "Diadem City," since it occupies the chief place in the civic crown of the Northwest.

Chicago is called the "Garden City," from the great number and beauty of its private gardens.

Galena is the "Lead City," from the vast quantities of lead ore found in its vicinity.

Fond du Lac Wisconsin, is called the "Fountain City," from the multiplicity of its fountains.

Nashville is known as the "City of Rocks."

Brooklyn is known as the "City of Churches," from the large number of churches it contains.

SHAKSPEARE AND THE BIBLE.

A writer in *Oliver Optic's Magazine* has made a collection of curious parallel passages, which show the familiarity of the great dramatist with the Scriptures, and account for the common saying in regard to the origin of many a familiar quotation: "It must be found either in the Bible or Shakspeare."

Othello—"Rude in my speech."

Bible—"But though I be rude in speech."—2 cor. xi. 6.

Witches in *Macbeth*—"Show his eyes and grieve his heart."

Bible—"Consume thine eyes and grieve thine heart."—1 Sam. ii. 33.

Macbeth—"Life's but a walking shadow."

Bible—"Man walketh in a vain shadow."—Psalms, xxxix. 6.

Macbeth—"We will die with harness on our backs."

Bible—"Nicanor lay dead in his harness."—2 Mac. xx. 28.

Banquo—"Woe to the land that is governed by a child."

Bible—"Woe to thee, O land, when thy King is a child."—Eccles. x. 16.

Timon of Athens—"Who can call him his friend that dips in the same dish?"

Bible—"He that dippeth his hand with me in the dish, the same shall betray me."

OFFICIAL DEPARTMENT.

TO THE TEACHERS OF INDIANA.

Many of you have already entered upon the labor of your profession; others will have done so ere this reaches you, and in one or two months all will be engaged again in the school room. Most of you have received the benefits of the County Institutes once more. I doubt not you are nerved for the work of another year. Inspired with the spirit of your profession, you cannot fail.

Your State has made liberal preparation for the support of her common schools. She has, as the result of the labor of a half century, created a permanent interest-bearing fund of eight millions of dollars. She has also created a revenue of not less than two millions, with which to compensate you for your labors.

I do not say that she pays you the worth of your labors, but she gives you every dollar in her possession. More than twelve thousand of you, in a short time, will be engaged in your respective fields of toil. I need not remind you that on you, more than any other class of school officers, depends the success of our system. If you give the people good schools, the Legislature will give us all needed legislation. The State Board of Education will, in a few days, prescribe a course of study for the ungraded schools of the State. This will be sent to the teachers of these schools through the County Examiners and the School Journal. You will be careful to have your schools conform to this course. A thorough intelligent and systematic organization of your schools is the key that opens the door of success. In the name of your State, I thank you for your labor during the past year, and ask the blessing of a kind Providence upon you during the present year.

DOWN IN THE POCKET.

I spent about three weeks in the counties of Pike, Dubois, Harrison, Crawford, Perry, Spencer, Warrick, Daviess and Martin. The attendance of the Trustees, and other school officers, was quite good in some of these counties; in others, quite meagre. The rural districts are tolerably well supplied with school houses; the towns have not kept abreast with the other towns of the State. There is evidently a disposition among them to advance in this respect. The graded school era is dawning, and in five years from this time I predict that the banks of the Ohio river will be lined with good school edifices from Mount Vernon to Lawrenceburg.

The plan of furnishing to the Examiners monthly installments of questions, meets with the approval of all the true friends of education in this part of the State. The Examiners told me that it had inaugurated a new educational era throughout the Pocket.

In the historic town of Corydon, I found a Mrs. Snyder running a Normal school of her own. She has erected a neat little school edifice, upon an elevated piece of ground, at her own expense. In this she teaches, during the year, pupils of all grades, and, at times, trains the teachers of Harrison county. Her services are invaluable to the people of that county. She is content to work in the Pocket, and I congratulate the people of that section upon having one in their midst so devoted to their interests, and so efficient.

I fear that my visit to Crawford was almost useless. Very few trustees met me at Leavenworth. The court house was pre-occupied by political speakers, and a church was refused me. I had to leave the town, therefore, without the privilege of addressing the people in reference to common school education; though my opinion is, that a few lectures, in that locality, are greatly in demand.

In Perry, the attendance of Trustees was large, the interview was protracted, pleasant, and, I hope, profitable. Sudden sickness prevented me from lecturing in the evening after our interview, as had been announced, and as was expected by the people.

The most decisive failure, during the trip, was in Spencer. Only two Trustees met me at the Auditor's office, and one of them left just as we commenced business, and returned no more. All the information I could elicit, touching the educational status of Spencer county, reached me through this *one* Trustee and a newly appointed Examiner. I came out of the county nearly as ignorant as I entered it. My impression is that there is great need of reformation in this county, and that the present Examiner will labor to bring it about.

I found a good Institute in session in Warrick county. Almost all the school officers of the county were present. The meeting, to me, was really delightful. I propounded many questions to these various classes of school officers, touching their management of school affairs, and they, in turn, proposed as many to me. We separated late in the afternoon, conscious that it was good to thus assemble. The inside view that I obtained, in this meeting of Warrick county, impressed me with the belief that she is, educationally, in a most healthy condition. I addressed a full house in the evening.

The school Trustees of Petersburg, Pike county, are erecting, this year, a fine school edifice. The local levy for tuition purposes, the one thing needful, has been greatly neglected in the Pocket; indeed, I found many Trustees uninformed as to their power to make this levy; but quite a number of them, upon being assured that their power to do so was clear, and that it was being exercised very generally throughout the State, made the levy at once. There will be a very perceptible increase in the length of the school terms in certain localities in the Pocket.

At Daviess, I found the regular county Institute in session, headed by A. M. Gow, Superintendent of city schools, Evansville, Indiana, and member of the State Board of Education. The Institute was not well attended by the teachers. The court room, in which the Institute was conducted, was peculiarly unfavorable. Many of the teachers took but little interest in the valuable instructions given by Prof. Gow. On the afternoon of my visit, there was a joint session of the Trustees, Commissioners, Auditor and Examiner, and members of the Institute. This interview lasted about three hours. Almost everything connected with the common school interests of Daviess county was canvassed in this meeting. Many valuable suggestions were made to the meeting by Prof. Gow. We separated, feeling that we were wiser by this interview.

In Martin county the Institute was also in session, at Dover Hill. I had the pleasure of meeting a few Trustees and the Examiner at that point. Our conversation was brief, but revealed a healthful condition of affairs in this little county. The members of the Institute were an intelligent looking class of young people. Mr. Clarke, the Examiner, although an attorney and devoted to his practice, gives strict attention to his schools, especially to his Institute work. I have found no Examiner more in earnest and more successful in keeping up a lively interest among his teachers than he. He is about to remove to an adjoining county. A vacancy in the Examiner's office will thereby be created. I urge great care in filling the same. The wheel turns now in the right direction—do not reverse its motion.

CONCERNING THE ORGANIZATION OF SCHOOL BOARDS IN TOWNS AND CITIES, AND THEIR RESPONSIBILITY FOR FUNDS THAT MAY COME INTO THEIR HANDS.

JAS. W. DUVAL, Esq, Auditor Union County:

DEAR SIR:—Your favor of the 13th inst. came duly to hand.

In reply, I can say that I think the five per cent. damages required to be assessed against all sales of Congressional School Lands is for the benefit of the fund, and should be added to it. The law is silent concerning this, but, from the analogy of law, I think this is true. The sale is for the benefit of the fund, and it is what is supposed to be damaged, just as at a suit at Court, the party who has received injustice is supposed to be damaged. The damage to the fund lies on the breaking of the contract and the failure to pay. The two per cent., to which you are entitled, is paid from the general fund. See latter part of sec. 107.

When on an official visit to your county I was asked if the law authorized a Board of School Trustees to organize, by appointing one of their number President, another Secretary, and another Treasurer, and if the Board could change the organization at pleasure, and who were liable for the funds that came into the Treasurer's hands, he alone or the Board.

The law authorizes such an organisation, but does not require it. It is a procedure which the Board takes merely for its own convenience, and nothing is binding on such an organization, and the Board can change it at pleasure. The Board must give joint or separate bonds for security of the funds which come into their hands.

Section 5 expressly says that such Trustees, "before entering upon the duties of their office, shall take and subscribe an oath and give bond, similar to the oath and bond required of Township Trustees," and section 6, "the County Auditor, in affixing the penalty and approving and accepting the bonds of any such Trustees, shall see to their sufficiency to secure the school revenues that come into their hands," etc. If the money is paid to the Board or the one appointed Treasurer, in either case the Board is liable on their respective bonds. The other members of the Board may require additional security from the Treasurer, to protect themselves. And if the Treasurer should apply the funds to other purposes than those which the Board direct him to do, he may be restrained by an order from Court. Further, the Auditor should not pay over the funds to the Treasurer unless he is satisfied the Board have authorized him to do so.

I think, in all cases, it would be best to pay all moneys over to the Board in person, and that all deposits should be made in its name, and that all checks, orders and receipts should be signed by the three members, or at least a majority of them.

I am truly yours,

M. B. HOPKINS,
Supt. of Public Instruction.

EDITORIAL.

In one of the contributed articles for last month's *Journal*, it was stated that much of the instruction given in Teachers' Institutes was not at all practical for teachers of ungraded schools. That "Object Lessons," "The Word Method," etc., were all well enough for graded schools, but that the country teacher had no time for such things. This idea seems to be quite prevalent. Let us consider it. To begin with, the country teacher has *just as much time* as the city teacher, and the only question is as to how that time shall be spent. When a teacher says he has no time for an exercise, he simply means that he chooses to give the time to something else. A teacher always has time or takes time for what he considers of most importance.

Further, if a teacher can give to a class of small children but fifteen minutes, four times a day, it will take no longer to spend that time in teaching by the "Word Method" than to teach them by the a, b, c method. The *time* is entirely independent of the *method*.

We have nothing to say here as to what methods are the best, but only wish to urge that those by which children can be taught most readily in one place, are the ones best adapted to the other. Inasmuch as children are much the same, whether in town or in the country, the method is entirely independent of the *place*. If a class of city children can be taught to read by the Phonic method more readily than by any other, this fact could not be changed by simply putting these children into a country school. A good method in one locality is a good one in another, whether it be for teaching reading, arithmetic, grammar or anything else.

If instruction given in Institutes is good for anything, it is good for city and country teachers.

That there are a great many things connected with the *management* of city and town schools not at all adapted to the country schools, is very true; but these have nothing to do with the method of teaching.

If we could have had Professor Hewett's article in this issue, to read when we first began to teach arithmetic, it would have been worth ten dollars to us. The article is one of great worth, and we are sure will be appreciated by every teacher of arithmetic.

The article on "Teaching Primary Arithmetic in the Boston Schools," will be read with interest and profit by every one interested in primary teaching.

We would call the special attention of teachers to the article by Daniel Hough, on Ancient Indiana. These mounds of which he speaks, are very numerous in this State, and Mr. H. is anxious to get the exact number and to collect all the facts concerning that he can. If teachers, in every county where they are found, will send to Mr Hough all that they can learn in regard to them, they will confer a great favor on hundreds of persons interested in this subject.

These mounds give undoubted evidence of a race older than the Indians, that was entirely different from them and highly civilized.

The study is an interesting one, and we hope that hundreds of teachers will send Mr. Hough information in regard to mounds in their respective localities.

The article on Cities and their Sobriquets," will be of special benefit to teachers of geography. *As a rule*, a child should never be required to learn the name and location of a city, unless some additional facts are learned. If there is nothing to learn about a city, do not trouble children to learn its name and location.

The Exercise in Elementary Grammar, by a teacher connected with the Indianapolis Training School, will be valuable for what it *suggests* to persons who have this very difficult subject to teach.

Owing to the death of Prof. Emery, we may not be able to keep our promise to furnish a course of scientific papers adapted to the public schools. We shall try, however, to secure the series from some other source.

We have seen several members of the State Board of Education, and are assured that they will prepare a course of study, for ungraded schools, in accordance with our suggestions in last month's JOURNAL. They meet in a few days, and, as soon as the course is ready, we shall publish it. It will result in great good or we greatly mistake.

If the person who sent us \$1.50 for the *Journal*, and requested it to be sent to Cowen, Delaware county, instead of to Muncie, as heretofore, will be kind enough to send his *name* we shall be very glad to comply with the request.

We made our September issue of the *Journal* sufficiently large, as we supposed, but the new subscriptions have so far exceeded our calculations that we are compelled to apologize to more than three hundred new subscribers, whom we have kept waiting for the October issue.

We are sorry to disappoint those who wished their subscriptions to begin earlier, but are glad to know that the *Journal* is appreciated.

Any teacher wishing the address of his *Journal* changed, will please give the post office and county *from* which it is to be changed, as well as the address in fall to which it is to be sent. Persons take a great deal for granted when they suppose that we can remember the individual addresses of all our subscribers.

We are entirely willing to make these changes, but do not like to be put to unnecessary trouble.

We cannot urge too strongly upon teachers the necessity of working for the changes we so much need in the school law.

The teacher who *whines* about low wages and the shortness of the school term, and *does* nothing to bring about a change for the better, does not deserve to be called *teacher*.

MISCELLANY.

QUESTIONS FOR THE EXAMINATION OF TEACHERS, PREPARED BY STATE BOARD OF EDUCATION, AUG. 1872.

GENERAL QUESTIONS.

- Give your name and post office address.
 What special preparation have you made for teaching?
 3. Do you take or read educational works or periodicals? If so, name them.
 4. Have you attended Teachers' Institutes? If not, why?
 5. Have you taught school? What grade? How long?
 6. What is your age?
 7. What is the length of your previous certificate?

ORTHOGRAPHY.

1. What is Orthography?
2. Define Consonant and Polysyllable.
3. Write four words, each containing a different sound of A.
4. How many sounds has C, and how are they named?
5. Should words be pronounced by the pupil before spelling? State your reason.
6. Spell the following words:

Whom,
 Decide,
 Valley,
 Rescind,
 Scholar,
 License,
 Freight,

Decimal,
 Division,
 Referring,
 Beginning,
 Irregular,
 Certificate,
 Michigan,

Connecticut.

PHYSIOLOGY.

1. What is Physiology, and what is Hygiene?
2. What are the three offices of the bones? Give examples.
3. Give a classification of the teeth.
4. Write what you know of the physiology of digestion.
5. Write what you know of the anatomy of the eye.

GEOGRAPHY.

1. What is Longitude, and how is it reckoned?
2. Name the States that are entirely west of the Mississippi river.

3. Name five of the largest rivers in the United States, in the order of their size.
4. Give the principal Mountain Chains of the United States, and the direction in which they run.
5. Bound Missouri, and locate its principal cities and rivers.
6. How does the climate of the United States compare with that of European countries in the same latitude? Give the reason.
7. What countries of South America have no sea coast?
8. What waters make Italy a peninsula?
9. What three large rivers rise in the Alps? In what direction do they run? Where do they empty?
10. What two seas in Asia have no outlet?

ARITHMETIC.

1. State the difference between a simple number and a compound denominate number. Give examples of each.
2. What is the result of dividing the terms of a fraction by their greatest common divisor?
3. How many acres does a tract of land 4 miles long and $2\frac{1}{2}$ miles wide contain?
4. $\frac{3}{4} + 7 - 2 + 14$ $7 - 9 \div 6 - 7$ of 3 11-13 equals what?
5. A man pays \$67.07 for the use of \$278, 3 years, 5 months and 12 days. What is the rate per cent. per annum?
6. State the difference between Commission and Brokerage. On what is each estimated?
7. Define Insurance, Policy, Premium, Specific Tax, Real Estate?
8. Write a negotiable promissory note.
9. If 12 men put 2-5 of a cargo on board of a ship in 1 day, how long will it require 5 men to load 3 such vessels?
10. A begins business with \$600; at the end of six months he takes in B with \$1,000; six months after this, the entire gain is \$500. What is each one's share?

GRAMMAR.

1. Give the distinction between the Personal and Relative Pronouns, with a sentence illustrating the use of each.
2. Give four methods for the comparison of the Ajective, with an illustration of each.
3. Decline key, fly, ox, mouse, and man, in the singular and plural, (in columns, as it is done in the book.)
4. What essential difference is there between the Preposition and Conjunction? Explain and illustrate.
5. Write the indicative, present, 1st person, singular, active voice; passive voice; progressive form, and emphatic form, of the verb "shake."
6. What is the difference in meaning between "I wrote the letter," and "I have written the letter?"

7. Why do verbs have the properties of number and person applied to them ?

8. "The boy spelled the word *to* with *two o's*." Parse the italicised words in full.

9. Analyse the sentence "John come here."

10. Correct "Them has went home," and explain carefully what principles are violated.

HISTORY.

1. Give the first and last battles of the Mexican War.

2. Give the causes that led to the Mexican War.

3. Give the first and last engagement of the Great Rebellion.

4. Give some account of the design of Sherman's march to the sea, and the effect upon the war.

5. Give some account of the battle of New Orleans.

6. What is meant by a Republican form of Government.

7. What political and social reasons have caused the great immigration to this country.

8. What were the causes that led to the settlement of California. First by the Spaniards, and, second by Americans ?

9. What were the causes that compelled the acknowledgment of the right of free worship in this country.

10. Explain the causes that led to the settlement of Detroit, Vincennes, Kaskaskia, etc.

THEORY AND PRACTICE.

1. Is there any difference between *Information* and *Education* ? and if any difference, tell in what it consists.

2. What is the object of the school ?

3. What is the object of forming the pupils in school into classes ?

4. What is classification, and what should be its basis ?

5. In what does teaching a child to read consist ?

6. What is your idea of the term "Examination" as applied to schools and teachers ? What should the word mean ?

7. Of what use is the Blackboard to teacher and pupil in the school.

8. What advantages are gained from text books in Arithmetic, Geography, etc. ?

9. How can the reading lesson be made the means of intellectual and moral culture ?

10. How will you demonstrate that the earth is a globe ?

TO SCHOOL EXAMINERS.

The State Board of Education recommend that the regular monthly examination of teachers, in each county, be held on the last Saturday in the month. This they consider to be necessary to prevent persons, failing at the examination in one county, going to that of an adjoining county to be

re-examined on the same list of questions; and also to prevent the circulation of the questions in adjoining counties, the examinations in which are held on different days.

They further recommend that you encourage the teachers of your county—those to whom you have issued and those whom you have rejected license—to attend your monthly examinations, that they may perfect their “scholarship and professional ability;” and that whenever you are satisfied, from the result of the examination, that a person to whom you have issued a license is entitled to one of a higher grade, that you grant him such a certificate.

They desire, also, that you write the Superintendent of Public Instruction any recommendations, objections or opinions which you may have concerning the questions for the examination of teachers which have been sent you, or that will be sent hereafter.

M. B. HOPKINS, President of Board.

A. C. SHORTBRIDGE, Secretary.

We republish this circular and hope that Examiners will give it special attention. The State Board especially invite correspondence in reference to the questions sent Examiners.

MANY Examiners, in grading and issuing certificates, are now governed by the following resolution, adopted at the Examiners' State Convention, held in Indianapolis, December, 1871:

“*Resolved*, That the general average of teachers' examinations consist in a knowledge of the eight branches required by law, modified by other evidence of qualification. That a general average of seventy to seventy-five entitle the applicant to a six months' certificate, provided he pass sixty-five per cent. in orthography, reading, arithmetic and English grammar. General average of seventy-five to eighty-five, with seventy-five per cent. on four branches, twelve months. General average of eighty-five to ninety-five, with an average of seventy-five per cent. on four branches, eighteen months. General average of ninety-five, or over, with an average of eighty on four branches, twenty-four months, provided, that where an applicant falls below fifty per cent., in any of the branches upon which he is examined, no certificate shall be granted.”

A TEACHER in an Illinois school district received the following excuse one day from an indignant patron: “miss brown i want you strickly understand that you hant boss of my Children n if keap maria fer been late you Will have troubl wee will see wat laws is if you want troubl you nead not think Wee are slaves becas wee hant Wee live inn free land adoo.”

We take the following from a letter written us by Prof. Jones, of the State Normal School:

Term opened 4th inst.; 86 students present, 30 new ones; model schools full. The entering class is a promising one. The extreme hot weather of the first week of the term deterred quite a number from coming at the beginning.

The old students who returned look fresh and vigorous, and renew their studies with pleasure.

A gloom was cast over the school, at its opening, by reason of the sudden death of Prof. Rush Emery. He had been connected with the institution but a term, yet long enough to gain the respect and confidence of both students and faculty. He was especially well qualified for the position he was called to fill in this institution—Instructor in Natural Sciences and Geography. He was a graduate of Iowa University and of the University of Gottingen, Germany. He had had considerable experience in public school work, and knew how to adapt his instruction to children and youth in their different stages of mental development.

MR. EDITOR:—Please state in the *Journal* the following questions, requesting some one to publish, in the next number, clear and concise answers:

1. What principles combined form the letter u? Letter n?
2. How may the meaning of words best be taught?
3. How many vowel sounds in the English language?
4. Give a rule for finding a place when the latitude and longitude is given, with using or referring to a globe. PEDAGOGUE.

Let us have some answers that are clear, short and to the point.—ED.]

J. MCNEILL, Examiner of Wayne county, has sent a list of 44 subscribers. This is the largest list received this season, and speaks well for "Old Wayne." Since writing the above, we have received from W. T. Stilwell, Examiner for Gibson county, a list of SEVENTY-THREE subscribers, accompanied by the cash. This is, by thirteen, the largest list ever received at this office, and places Gibson county at the head.

GIBSON IS THE BANNER COUNTY. Thanks to the Examiner and thanks to the teachers.

ADDED to what was published last month for the State Teachers' Association, James McNeill, Superintendent of the Richmond schools, will read a paper on "Defects in the Graded System of Schools."

THE State University has opened, this year, with a larger attendance than usual. The corps of professors is full, as Dr. Owen does not propose to leave before spring, and, perhaps, not till the close of the year.

INSTITUTES.

DEARBORN COUNTY.—The Dearborn County Teachers' Institute met August 26, in the college building, Moore's Hill, Indiana, and continued in session for five days.

Examiner Haynes employed E. H. Butler to take charge of the Institute. The county commissioners donated \$125 to defray the expenses.

Prof. C. W. Bennett gave instruction in English Composition, Physiology and Theory and Practice. E. H. Butler in Arithmetic, Orthography and Theory and Practice. O. P. Jenkins in Geography and Analysis. Prof. J. A. Maxwell in Grammar and Reading.

Miss Lyde Evans gave two very instructive lessons with Webb's Dissected Cards. Miss Katie Ferris gave an object lesson, and Miss Lizzie Campbell gave instruction in Penmanship.

The forenoon of each day was devoted to regular class drill, the teacher taking notes of the important points for discussion. In the afternoon there were lectures on Theory and Practice, and discussions upon the forenoon's work.

A well patronized query-box added much to the interest of the Institute. By this means many important questions were fully discussed.

Evening lectures were delivered by Rev. S. Tincher, Prof. C. W. Bennett, and Rev. B. W. Smith. One evening was devoted to discussing, "How to best secure the moral instruction of pupils." *This was good.* One evening was employed socially. "*This was gooder.*"

Eighty-seven teachers were enrolled, with an average daily attendance of 75.

The unanimous verdict of all was that it was the most enthusiastic Institute ever held in the county. Every teacher worked with a will, and the instruction was wholesome and practicable.

Among the resolutions that were adopted are the following:

Resolved, 1. That our thanks are cordially extended to the efficient officers and instructors.

2. That we will organize and sustain a permanent County Teachers' Association.

3. That we recommend the Indiana School Journal as an able representative of the educational interests of the State.

4. That the interests of our schools demand a county superintendent.

5. That we petition for an increase of salary in accordance with the experience and grade of certificate, irrespective of sex.

6. That we urge township trustees to levy a tax sufficient to continue the district schools at least eight months each year.

SWITZERLAND COUNTY.—The Switzerland County Institute was held at Vevay the last week in August. Prof. D. Eckley Hunter was our Su-

perintendent. Prof. R. F. Brewington was with us and lent us material aid. Prof. Reubelt, Superintendent of the Vevay schools, was with us part of the time. Miss Mary A. Rous and Miss Maggie Shaw were with us all the time, and rendered invaluable services. Many, very many, of the teachers of the county gave great assistance, and the Institute passed off finely. On Thursday evening the teachers were given a free "Social," through the kindness of Mr. Alfred Shaw and his pleasant wife and daughter.

WILL. F. SMITH, Examiner.

JEFFERSON COUNTY.—The Jefferson County Teachers' Institute held its annual session, of four days, at Madison. This has been one of the most interesting and instructive Institutes ever held in the county, 135 teachers being enrolled.

The exercises consisted of lectures on the various school branches, by Profs. Geo. Brown and J. M. Olcott, of Indianapolis; T. V. Dodd, A. C. Thom and J. R. Cushman, of this county.

The following addresses were also delivered to the Institute: "The Fine Arts," by Rev. W. W. Snyder of Madison; "Compulsory Education," and "Social Government," by Prof. Emmerich, of Madison; "Closing Address to the Teachers," by Rev. T. R. Palmer, of Madison.

O. W. ALLFREY, Examiner.

MARION COUNTY.—The Marion County Teachers' Institute was held in Indianapolis, on the week beginning September 2, 1872.

The attendance was very large and very regular, being about 150. There were more than 100 teachers present the first morning session. This promptness and regularity were secured, in part, by the fact that the Examiner gave teachers who were present "*all the time*," credit in their examination, while he allowed nothing for partial attendance.

Prof. E. C. Hewett, of Illinois, was the principal Instructor, and, as a practical worker in Institutes, has no superior in the country. Dr. W. B. Fletcher, Geo. P. Brown, J. H. Hanley, Prof. Reynolds, and others, gave valuable assistance.

Miss Maggie Hamilton, of the city schools, brought in a class of children and gave lesson in reading, which was highly complimented.

It was conducted by the Examiner, W. A. Bell.

DECATUR COUNTY.—The Institute for this county was held at Greensburg. It was very largely attended, and the teachers themselves took an active part in conducting the exercises. There are a great many teachers in this county that can go before an Institute and give lessons which are creditable to themselves and instructive to those who listen.

W. A. Bowles, of Shelbyville, was superintendent of the Institute, and gave eminent satisfaction. Evening lectures were given by B. W. Smith and W. A. Bell. The Examiner, W. H. Powner, gives all his time to the schools. All the Trustees levy special tuition tax, and, as a result, Decatur stands as one of the leading counties in the State, educationally.

CLARK COUNTY.—We clip from a paper the following resolutions, which indicate the sentiment of the Institute, and give the names of the principal instructors. With such persons to do the teaching, it would be impossible to have a poor Institute.

The Committee on Resolutions reported the following, which were adopted unanimously:

WHEREAS, The session of the Clark County Teachers' Institute has been unquestionably productive of more than usual pleasure and profit to its members, and we desire to express our obligations to those who have contributed to its success, therefore, be it

Resolved, 1. That our gratitude is due the County Examiner for securing such efficient and entertaining lecturers and instructors.

2. We acknowledge our indebtedness to Professors Brown, Butler, May, Roberts, Bloss, Hough, Chambers and others, for their valuable instructions in methods of teaching; also to Major Davis and Professors Butler and Hough for popular evening lectures.

Mr. Hough's lecture on "The Mound Builders," is especially complimented.

NEWTON COUNTY.—The seventh annual session of the Newton County Teachers' Institute was held in Kentland, September 2 to 6, inclusive.

The exercises were under the direction of J. C. Housekeeper, of Connersville, assisted by J. M. Tipton, Daniel Keyt, L. L. Doly and ——— Pleasants.

The Institute was one of unusual interest and profit, and will be a means of elevating the standard of teaching throughout the county.

Resolutions of thanks to the instructors, to the Examiner and Trustees, together with those calling attention to the necessity of change in our school law, were adopted, when the Institute adjourned *sine die*.

JNO. B. SMITH, Examiner.

CLINTON COUNTY.—D. Eckley Hunter had charge of this Institute, which was held at Frankfort, and was the principal teacher. He gave, one evening, his celebrated lecture, "Blackberries grow on Briers," which was well received.

J. P. Rous was president, and gave valuable assistance in the instruction. Thomas Charles and W. J. Button were present a short time, and lent their aid. The total enrollment was 71.

The Institute resolved that teachers should be paid according to the grade of their license, and also that every teacher of the State should read the School Journal. We should be glad if more of the Clinton county teachers would set the example in this regard.

ST. JOSEPH COUNTY.—The St. Joseph County Teachers' Institute met on the 19th of August. The weather was extremely hot, but the attendance was fair, and, during the session of ten days, the membership reached seventy.

Never before has St. Joseph county had so good an Institute, owing, in part, to the length of the session. Prof. Daniel Putnam, of the State Normal, at Ypsilanti, did us great service; his lectures were, indeed, a "feast of fat things," so well chosen was his language, and so well digested was every topic upon which he spoke. He first spoke of the *work* the teacher has to do, the *kind* of material upon which he works, and the *length of time* his work is to endure. He then gave a series of lectures upon *intellectual development*; commencing with the child, he gave the *order* in which the intellectual powers are developed and the best methods of accomplishing the desired object.

Prof. J. W. Buggles gave a series of drills in vocal culture which, if put in practice by the teachers, will be of great benefit to them, as well as their pupils. The drill was applicable to reading as well as to music. He also gave a series of language lessons which were *practical*.

Prof. D. D. Luke, of Goshen, gave us his plan of teaching U. S. History, which was *methodical, sensible, practical*, and so *perfectly natural*, that the only wonder is that everybody did not know it before.

Prof. H. A. Ford, of Niles, Michigan, did us valuable service in some talks upon Primary Reading, by developing the word method, instead of the old "lingo" of a, b, c, etc.

Prof. Benj. Wilcox, of South Bend, added much of interest in Analytical Grammar and Mathematical Geography. His instructions were clear and practical.

Professor Putnam gave two public lectures, the first on "How Nature Teaches," the second on "The Influence of Little Things."

Prof. Ford gave one lecture, subject, "The Good Time Coming."

The lectures did not have the audiences they deserved.

Others contributed, in various ways, to the interest of the Institute, as opportunity offered.

Resolutions were passed recommending county superintendency, pay of teachers according to their efficiency, and urging teachers to stand at the head of their profession.

E. SUMPTION, Examiner.

WAYNE COUNTY.—This Institute was well attended. About 150 names were enrolled, and the interest was unabated to the last. On Thursday night the teachers held a "Social," in which everybody seemed to think everybody else was in a good humor.

Recitations, declamations, off-hand shots, conversations, cachinnations, all to edification or jollification, made the hours quite pleasant and long to be remembered.

During the Institute, the Editor of the School Journal was not forgotten, as a club of 44 was raised for the Journal.

The principal instructors were T. C. Smith, Wm. M. Jackson, Jesse H. Brown, W. W. White, J. C. McPherson, Mrs. Anna Snyder, Mrs. Mary T. Clark and James McNeill, the Examiner, all teachers of Wayne co.

Evening lectures were given by Messrs. McNeill, Smith and Jackson.

Wayne county is still moving in the right direction.

JENNINGS COUNTY.—The Jennings County Teachers' Institute opened on Monday, August 26, and continued five days. There was an enrollment of 118.

Hon. M. B. Hopkins was present on Monday, and delivered an address on Monday night. Profs J. M. Oleott, Thos. Charles, J. H. Martin and B. W. Smith were present part of the time, and rendered efficient service in Institute work and lectures. Instruction was also given by different teachers of the county.

Resolutions were passed, among the most important of which were those in relation to county superintendency, and increasing the local tax to an amount sufficient to carry on the schools six months in the year. The subject of the Indiana School Journal was brought before the Institute, which resulted in 26 subscribers. A summer session of the State Normal School was strongly urged.

Great interest was manifested by the teachers present, and all felt that they went to their homes prepared to do better service than ever in the great cause of education.

GREENE COUNTY.—The annual session of the Greene County Teachers' Institute was held at the court room in Bloomfield, commencing August 26. The average attendance was 66. It was thought to have been the best Institute ever held in the county.

The exercises embraced numerous satisfactory exemplifications of class drill in the department of Arithmetic, Grammar, Elocution, Penmanship, etc., reflecting credit on the practical experience of those called upon to develop their peculiar methods.

Prof. Button was with us on Friday, and gave us some very interesting lectures.

The officers were Robert A. Ogg, President; Lucien B. Johnson, Secretary; Miss Mattie Taylor, Assistant Secretary.

KNOX COUNTY.—Judging from the printed report of the Knox County Institute, it compared favorably with the best institutes that have been held this season. At the close, the following resolutions were passed:

Resolved, That the thanks of this Institute are due to Profs. Charlton, Hopkins and Townsend, for their able and efficient services.

Resolved, That this Institute request the State Legislature to pass a law establishing county superintendency.

Resolved, That this Institute request the State Legislature to pass a law making the present public fund contingent upon the fact that it is to be supplemented by a special tax that shall keep the schools open at least six months in the the year.

Resolved, That every teacher should be required to take an educational journal.

Resolved, That we owe Prof. Jones a debt of gratitude for his untiring energy and repeated exertions to make our Institute a success.

Resolved, That the thanks of the Institute are due to Miss Ray Piety

for her dignified and scholarly manner of presiding over its deliberations, and also to the other officers for their prompt and efficient discharge of their respective duties.

HOWARD COUNTY.—The Howard County Teachers' Institute was held September 2 to 6. Our Examiner, very fortunately, secured the services of Professor Mitchell, of the Ohio Central Normal School, as principal instructor. He gave lessons in Primary Instruction, Language, Geography and School Government and Management. These lessons included some of the most reliable and practical instruction ever given in this county.

The Faculty of Howard College, Mr. J. F. Vail and others, added to the pleasure and profit of the Institute. Prof. B. W. Smith was present Tuesday afternoon, and addressed the Institute. He gave a public lecture that evening. Prof. Mitchell lectured Wednesday evening, subject, "Rain, its Cause and Distribution."

A resolution was passed advocating county superintendency, and a club raised for the *Journal*.

Our Examiner, Mr. Vaile, has provided for a five weeks Normal Institute, to commence Sept. 9. There is a prospect of a fine attendance.

J. B. JOHNSON, Secretary.

HENDRICKS COUNTY.—The Institute of this county was held at Danville, beginning Sept. 2. One hundred and forty-one were enrolled, all teachers, with an average of 100—more than 100 per cent. of the teachers of the county present. Can any county beat this attendance?

This was the largest Institute ever held in the county, and it was considered, in all respects, a great success. A. J. Johnson, the Examiner, gives all his time to the schools. Still we move.

INSTITUTES will be held as follows:

Oct. 7. Vigo co., at Terre Haute, J. W. Jones, Examiner.

Oct. 14. Carroll co., at Delphi, L. E. McReynolds, Examiner.

Oct. 21. Tipton co., at Tipton, B. M. Blount, Examiner.

Oct. 28. Stark co., at Knox, W. M. McCormick, Examiner.

Oct. 28. White co., at Monticello, Gilbert Small, Examiner.

Nov. 4. DeKalb co., at Waterloo, J. A. Barnes, Examiner.

Dec. 30. Lake co., at Crown Point, J. H. Ball, Examiner.

PERSONAL.

PROFESSOR EMERY.

RESOLUTIONS OF RESPECT.

The following preamble and resolutions have been adopted by the faculty and students of the State Normal School:

WHEREAS, It has pleased God to suddenly call from his earthly relations and labors Professor Rush Emery, respected and beloved by both faculty and students; therefore,

Resolved, That we, the faculty and students of the Indiana State Normal School, unite in expressing the following sentiments relative to the deceased:

That we deeply sympathise with his bereaved companion in her loss.

That in his death the Normal School has lost a man of accurate scientific attainments, and an able and devoted instructor.

That we shall ever remember the impression he has made upon us by the daily exemplification of a beautiful moral and christian character.

That a copy of these resolutions be presented to his family, and that one be offered for publication.

WM. A. JONES, for the faculty.

O. C. HUDDLESTON, for the students.

NORMAL SCHOOL, Terre Haute, Ind., Sept. 6, 1872.

J. O. HOUSEKEEPER seems to have done himself much credit in conducting the Newton County Normal Institute. We judge, in part, from the following:

NEWTON COUNTY NORMAL INSTITUTE,
KENTLAND, Ind., Sept. 5, 1872.

We, the common school teachers of Newton and adjoining counties, and members of the above Institute, believing that we have been greatly benefited by the excellent tuition of its conductor, Prof. J. O. Housekeeper, therefore,

Resolved, That we tender to Prof. Housekeeper this expression of our high appreciation of his efficient and interesting services as teacher of the Normal Institute, and of his uniformly kind and courteous manner in his intercourse with us; and we do hereby tender him our hearty thanks for his invaluable instructions.

Resolved, That a copy of this resolution be furnished to Prof. Housekeeper, and for publication.

DAVID KEYT,
ANNIE B. SMITH,
B. C. McCURRY,
Committee.

JOHN O. HOPKINS, son of the Hon. Milton B. Hopkins, has been appointed to the Greek professorship in the North-Western Christian University. This Chair has lately been endowed by the amount of \$20,000, by Jerry Anderson, Esq., of Missouri, formerly of this State.

The conditions upon which the money is given are as follows: 1. The Chair is to be called the Jerry Anderson Chair. 2. The donor reserves the right to nominate the person to fill the Chair during his lifetime. 3. At his death, this right to nominate is to fall upon Milton B. Hopkins. 4. At the death of Milton B., John O. Hopkins is to do this nominating, and when all these persons shall have died, the entire control is left with the Trustees of the College.

J. C. HOUSEKEEPER, of Connersville, is now endeavoring to support the dignity of a gold-headed cane, lately presented him by the teachers of Newton county, for the very satisfactory manner in which he conducted their Normal Institute.

E. P. COLE goes to Washington, Daviess county, to take charge of the schools of that place.

Washington has never done itself credit in the way of sustaining good schools. Now, that a good superintendent has been selected, we have hopes for better things.

MR. — WILSON takes the superintendency of the Bloomington schools. We are informed that Mr. W. is a graduate of the State University, and also of the Normal University of Illinois. The citizens of Bloomington are, at last, erecting a very fine school building. The schools cannot accomplish much till this building is completed, which will be some weeks, and, perhaps, months yet.

PROFESSOR W. P. PHILON, in addition to running the Laporte Technic and Training School and doing the duties of the county Examiners' office, edits a spirited educational column in the Laporte Herald. Owing to the "chills," his column was omitted a few weeks ago, for the first time in seventy-five issues of the paper. This illustrates what energy will do.

CYRUS HODGIN, late of Marion, and well known in the eastern part of the State as an excellent teacher has been called to Terre Haute to take the place of the late Prof. Rush Emery, in the Normal School.

Mr. H. is a graduate of the Illinois Normal University, is devoted to his profession, and will, we think, do good work in his new position.

T. C. SMITH seems to be giving eminent satisfaction as superintendent of the Hagerstown schools.

WHILE in Newcastle, some days since, we were gratified to hear many hearty commendations of the schools of that place, which are under the care of George H. Hufford. Mr. Hufford says but little, but *does* a great deal. He has a good corps of teachers.

SAMUEL LILLY is at the head of the Lagrange schools.

E. H. BUTLER, superintendent of the Lawrenceburg schools, had all his teachers working on programme on the second day. This indicates that last year's work was well finished.

JESSE H. BROWN, for several years the Examiner of Wayne county, has been elected as one of the assistant superintendents of the Indianapolis schools *vice* W. J. Button, resigned.

We are confident that Mr. Brown will fill the place acceptably.

A. N. BALLARD goes to Zionsville. Mr. B. is a Normal graduate, and, if appearances do not deceive, will teach a good school.

JAMES G. MAY remains in charge of the Salem schools the current year

BOOK-TABLE.

DALTON'S PHYSIOLOGY. A Treatise on Physiology and Hygiene; for Schools, Families and Colleges. By J. C. Dalton, M. D., Professor of Physiology in the College of Physicians and Surgeons, New York: Harper & Brothers.

It has recently been our pleasure, through the kindness of Prof. W. J. Button, agent for Harper's School Publications for Indiana, Illinois and Kentucky, to examine the above work. A student of the original standard work on Human Physiology, by Prof. Dalton, is prepared to find in this popularized work a book thoroughly adapted to the purposes for which it is intended.

There are few scientific lecturers or writers who possess so many of those qualities necessary for a good teacher as Prof. Dalton, consequently his work is not deficient either in its advantages as a book for the student and the teacher, or the general reader. By its clearness, conciseness, thoroughness and pleasant attractiveness, it is more desirable, for all purposes, than, perhaps, any book of the kind previously published.

The following, from the Preface, is fully carried out in the work, and adds much to its other valuable qualities, viz: "The writer has endeavored to arrange the statements and descriptions in such a way that no anatomical or physiological term should be employed, the meaning of which has not been already explained in the text." A very complete glossary is also appended for immediate reference.

Many of the fine illustrations from the larger edition are used in this, and others added where necessary.

As a book for the family, school, college, those designing self-education, or any one desiring to look into the multifarious mysteries of this physical being, too much cannot be said in its behalf.

W. J. E.

DAVID ELGINBROD, by George McDonald. Boston : Loring.

George McDonald is the author of "Robert Falconer," "Annals of a Quiet Neighborhood," "Seaboard Parish," "Guild Court," "The Vicar's Daughter," all of which we have read, as well as of several volumes which we have not found time to read.

Mr. McDonald is, without doubt, the best novelist living, and, in our opinion, never has had an equal.

It is impossible that any one, susceptible of being influenced by sublime and beautiful truths, should read any of the books mentioned, and not be made truer and nobler. They are a mine of beautiful imagery and ennobling sentiment.

David Elginbrod is an average of these books, all of which are for sale by Stewart & Co., Indianapolis.

MONROE'S SIXTH READER. Philadelphia: Cowperthwait & Co.

Several months since, we made a favorable notice of the Fifth Reader of this series. By the courtesy of the western agent, Mr. F. S. Belden, of Chicago, we now have the Sixth Reader before us. The present volume seems no whit inferior to its predecessors. We are still greeted with smooth paper, clear print, beautiful illustrations and attractive selections. Mr. Monroe's plan of beginning at the top and working downward is a novel one, and time will prove whether it will be successful or not.

WE are requested by Messrs. Eldredge & Brother, 17 North Seventh Street, Philadelphia, Pa., to say, that if there is any School Superintendent in this State who has not examined Hart's First Lessons on Composition, they will take pleasure in sending him a copy for examination, without charge, on application as above.

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ARITHMETIC AND HOW TO TEACH IT.—V.

PROF. E. C. HEWETT.

DECIMAL FRACTIONS.

THE question is sometimes raised in regard to the propriety of teaching decimal fractions at the same time with whole numbers; many approve this course. For myself, I do not care particularly whether the work is done at the same time; but it is certain that, when the subject of decimal fractions is taken up, the principles of whole numbers should be reviewed, and the pupils should be shown that there is nothing new—at least, in notation, numeration, addition and subtraction; the same laws prevail on one side of the decimal point as on the other, in all respects. And, in *mixed decimals*, so called, it is best, generally, to read over the point, giving but one name to the result, because, by so doing, we have but one number to deal with; whereas, by the other process, we are dealing with two numbers. For instance, I prefer that my pupil should regard 4.75 as expressing four hundred seventy-five hundredths, rather than four and seventy-five hundredths. I have dwelt upon this in another place, and I shall take for granted that my reader has fresh in his mind what I said in the January and March numbers of the JOURNAL.

In the decimal system, a figure in any place except the first at the left of the decimal point, expresses a number of *relative units*, and there is a relation in the names of these units that is worth pointing out. To illustrate, the third place at the left of units is called *thousands*; so the third at the right is called *thousandths*. This holds for all the places; such as are at the same distance,

right and left from units' place, have similar names. This truth will follow very plainly from what was said about *primary* and *relative* units. And the pupil ought to be so familiar with the system of naming that he can, *at once*, tell the name of the place on either side as soon as he knows how far that place is from the place of the primary unit. He should never be allowed to go through the dull process of enumerating by saying *tens*, *hundreds*, *thousands*, etc., nor, on the other hand, *tenths*, *hundredths*, *thousandths*, etc. There is a very common error in reading certain decimals, into which pupils often fall; they must be shown its magnitude, and be taught carefully to avoid it. If I should write .0004 and ask the pupils of a class to read, I know many would say, "four tens of thousandths." This is a greivous error, and some care will be necessary to correct it; I have known many old teachers who did not see the difference between *tens of thousandths* and *ten-thousandths*. Make the pupil see that he has named units ten times as great as thousandths, when he should have named those only one-tenth as great as thousandths; hence, his error is a hundred-fold. If he really comprehends the decimal notation, he will readily see the truth of this. I may remark, in passing, that pupils often feel that their mistakes are trivial if they have the right figures, and only err in respect to the decimal point; but they must be made to see how serious it is to have the decimal point wrong, or to regard it wrongly.

Some of our books explain well the changing of common fractions to decimals, and some do not. For the purpose of explanation, it is well to regard the fraction as representing an unexecuted division. Let us suppose we are asked to exchange $\frac{7}{8}$ to its equivalent decimal; this means that we are to find one-eighth of seven; we are obliged to turn the seven to tenths; that is, change it to the next lower denomination, just as we have been doing in division. One-eighth of seventy-tenths is eight-tenths, with six-tenths remaining; change these to hundredths, and continue the process till the result is reached. It will be well for the pupil to understand that, if any prime factor, except fives and twos, enters into the given denominator, his work can never terminate. The converse process of changing decimals to common fractions, is very simple; but it may often be abridged, if the pupil has thoroughly committed to memory the aliquot parts of 100, as every one ought to do who desires to be expert in arithmetic. He

should know, at once, not only the halves, thirds, fourths and fifths of 100, but the sixths, sevenths, eighths, ninths, twelfths and sixteenths. This knowledge will enable him to shorten many processes; but, to apply it to the matter in hand, suppose we have to change .390625 to a common fraction. The work may be expressed as follows: $.390625 = .3906\frac{1}{4} = .39\frac{1}{8} = \frac{625}{1600} = \frac{39}{128}$. We simply observe that 25 millionths is 25 hundredths, or one-fourth of a ten-thousandth; that $6\frac{1}{4}$ ten-thousandths is $6\frac{1}{4}$ hundredths, or one-sixteenth of a hundredth, and so on. Such contractions can be found very often.

I have already said that there is nothing in addition or subtraction of decimals that differs from similar work on whole numbers. In multiplication, however, difficulty in "pointing off" sometimes arises. I will explain an example to show the reason for the "rule." Suppose I am to multiply 32.5 by 1.6; first let us interpret the requirement, rejecting the word "multiply." I am to find sixteen tenths of three hundred twenty-five tenths; I have learned in notation that I express *one* tenth of a number by moving its figures one place to the right; this gives three hundred twenty-five hundredths; or, the multiplicand now has as many decimal places as there were at first in "both factors counted together." It is plain that I want *sixteen* times the number I now have, and the result will be hundredths, of course; for the product is always like the multiplicand. A similar course of reasoning and working will apply to every possible example; hence, the common rule.

In division, the work is a little more complicated; if the divisor should be, or should be made, of the same denomination as the dividend, the result must be in whole numbers, of course. Suppose, however, we are asked to find how many times 2.5 in 6.25? It is plain that dividend and quotient will always be the same number when the divisor is one; hence 6.25 itself expresses the number of ones in the dividend. One tenth must be found in any number ten times as many times as one is found; hence, I shall show how many times one-tenth is found in this dividend by moving the figures one place towards the left. By similar reasoning with any example, we shall find that, at this point, the number of decimal places remaining in the dividend will equal the original number of such places diminished by the number of decimal places in the divisor. Having found that *one* tenth

is contained in the dividend 62.5 times, it is plain that 25 tenths will be contained one twenty-fifth as many times, or 2.5 times. It will be seen that, when we reach the actual process of dividing by 25, the divisor is regarded as a whole number, and the quotient is like the dividend.

In the latter part of my last article, the types made me say two or three very absurd things; but I think every careful reader will see what the meaning is.

NORMAL, ILL., November 9, 1872.

A NEED OF OUR DISTRICT SCHOOL TEACHERS.

WM. P. PHELOM.



At the present time, there is a great deal of discussion on the demerits of routine teachers, or merely lesson hearing, as compared with the merits of that real, live, earnest teaching which leaves a visible impress on the minds under its charge. We grant, as a starting point, that there can hardly be too much agitation of points so material to the vitality and success of our profession; but we sometimes think the statements made and the arguments deduced are too general in their language, and too vague in their estimates of what constitutes the difference between the two classes.

Is it not a fact that the generation of teachers now filling positions in our land, with but few exceptions, are the result of a system that expected all good things, educational, to flow from a *well-recited* lesson. Every preparation was made solely for the recitation seat, and the teacher's sharp questioning—from the book. There was no indication, whatever, of a desire to know. There was not a particle of study from motives of interest in the subject. The recitation was the be all and the end all. At the end of a term, after the "cram" for examination had run out, there was not a thing left to show for the labor, except a mental exhaustion, and a dislike for what had cost so much and amounted to so little.

We will grant, however, that the first part of a scholar's curri-

culum must be drill in operations, and for the improvement of the memory. This should pass into higher, better motives, as the child's faculties expand. The one idea he ought to grasp, the thought most constantly presented to his mind should be: all study and reading is for the purpose of knowing. No study is of any account, whatever, unless undertaken with this motive. This interest once thoroughly aroused, the teacher's work for the child is accomplished. He will find means to fill up his mental cup without the application of any intellectual lash whatever.

Our experience tells us that a large proportion of the teachers of the present day are transmitting these grievous errors to their successors and pupils. In reply to the question: "How far have you advanced in such a study?" we often hear the remark: "Oh, I have never studied that book!" As if the immutable principles underlying all mathematics and science were at the mercy of the text-book makers. They do not seem to comprehend the fact, once having mastered the principles—once unlocked the door—the whole broad pathway is before them, at their will. Not many years ago a pupil of ours said: "Why, Professor, how do you remember all the examples in the arithmetic?" Our answer was: "I do not remember the several examples, nor do I try. I only remember the principles, and make them conformable to the varying conditions by the use of common sense; that is all that is necessary." By monotonous book drill, and the idea that *thoroughness* means a *memoriter thoroughness* of any mess of verbiage the book makers may have palmed off on us, all interest is quashed and the child's soul is stultified in any longings it may have for knowledge. We recall a case in point:

While attending our first course of medical lectures, we had, for a demonstrator of anatomy, a young physician who was remarkably and thoroughly posted. He devoted twelve lectures, of an hour each, to the discussion of the *ethmoid* and *sphenoid* bones of the skull; bones which, as every anatomist knows, would not come under operation in one case in ten thousand. By his thorough treatment of the *skeleton* we had twelve weeks of bones and only four of practice on the muscles and viscera. Our readers can easily tell which would be most important to the ordinary physician. The class being all adults and not children, this drill was not appreciated in proportion to the pains taken. Do we make our idea of book teaching clear?

On the other hand, what constitutes a first-class, live teacher? He must teach from the *fullness* of his knowledge. He must know the subject under discussion and its adjuncts, as he knows his own face in the glass. He is not satisfied with the hints in the text-book. He explores larger treatises, dictionaries, gazetteers, cyclopedias; visits museums, laboratories and manufactories of all kinds, as he has opportunity. He always travels with his eyes open and his note book handy. He devotes his spare time to reading up points he is interested in knowing about, instead of loafing on dry goods boxes, or lounging in some corner grocery, or talking an interminable stream of gossiping bosh with intimate cronies.

When he meets his school and classes, he is charged with the subject. He is like an electrical machine. No boy nor girl can sit moping under such an influence. Eager looks and apt replies meet him on every hand. Action and reaction are mutual. He excites the interest of his pupils by questions *not* in the text book, and then points out to them the means they can use to supply their curiosity. This leads us to the point we especially desire to make: the need teachers feel constantly, and primary teachers most of all—for "General Information."

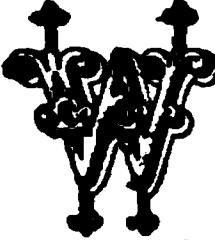
We are very much pleased with the State questions, because they presume the teacher has stepped outside of the little pint cup prescribed by law. We are sorry to own that a majority of our teachers in Laporte county seem to think that a *passable* study of *the branches* is all that is needed to make them eminent in the profession. They do no reading of standard miscellaneous works. Perhaps they read the county paper, if they can *borrow* it. As to reading a daily, they would as soon think of reading Hebrew. They do not interest themselves in the great questions of the day. They do not know whether Hendricks has been elected Governor, Senator, or Superintendent of Public Instruction. They have no idea whether Moses founded the Macedonian Empire, settled Chaldea or established a kingdom in Asia Minor. They couldn't say, under forfeiture of their lives, whether Alexander was a Jew, Egyptian or Greek. They know as little as possible about the great men of American history.

This is the result of routine teaching. How long shall this thing last? How many generations are to be spoiled by this influence reaching down to us from the incompetent bores who first

managed the public district schools? We suppose this condition of things is true for most parts of the State.

Teachers, if you would be true to yourselves, we implore you, in the interests of the thousands of dear children so completely at your mercy, do not neglect any means of self culture and mental improvement. Think every day lost that does not add something to your stock of brain furnishing. Read. Read the useful and the good, the beautiful and the true.

THE RECITATION HOUR.

HEN we consider that so large a portion of the student's time is spent in the recitation room—in some institutions fully one-third of the college hours being thus occupied—it becomes a question of interest to ascertain how this time is to be used so as to secure the greatest good. This can be determined, in part, by considering the object of the recitation.

In the first place, the recitation, regarded in the light of an examination, is for the purpose of testing the student's knowledge of the subject, and the faithfulness with which he has applied himself to the accomplishment of his task. And in general, recitations heard as frequently as possible, and conducted in such a way as not to give to the student beforehand any idea of the part he will be called upon to recite, furnish a good index of his ability and faithfulness. If occasionally he should pass off well, as by chance, on a lesson which he has not fully prepared in all its parts, the number of times when this may happen is not sufficient to invalidate the rule.

But if this be all that is accomplished by the recitation, any individual student might well be excused from further attendance upon class as soon as he has performed his part, so as to give his time to something else. This, we know, is never done. Has the recitation other uses than to serve simply as an examination of the student on some part of his lesson? Yes, in several important directions.

1. It is the time when the teacher may impart knowledge, either by explaining points in the lesson which the student, with-

out his assistance, could not understand, or of which he has formed erroneous ideas. It affords an opportunity for instruction collateral to that given in the text book, and this is not so much by formal lectures as in the way of remarks dropped in connection with the recitation on some particular point. And this method is, in some respects, one of the best for communicating knowledge. Viewed in this light, there will scarcely ever be a recitation which will not be of considerable profit to the student, if, during the hour, he gives proper attention.

2. There is another aspect of the matter which shows that the recitation is one of the most important helps given to the student for self-government.

First, as to his own performance before the class. He has here the opportunity of expressing himself on topics which it is presumed he has industriously studied. He can now learn the art of giving utterance to his thoughts. It should be his aim to give expression to his ideas in the clearest way, and with the best language at his command. He will come short of his privilege if he does not make his performance, both in manner and in matter, as creditable to himself as possible.

Second, while others are reciting, he also can go over the ground, finding out how far he has mastered the subject, and determining the points which he will need to correct or confirm in review. The faithful student will not be satisfied with anything short of reciting to himself, during the hour, the entire lesson. In doing this he will watch the course of others, as they recite. He will see how each has considered and mastered the topics upon which all have been engaged. He can compare his views with theirs, notice their modes of expression, and will be brought to view the study from a standpoint different from that occupied while in its preparation. By attending carefully to the recitations of others, and comparing his performance with that of others, the student may be able to draw for himself many useful lessons. Coming in contact, in this way, with his associates and measuring himself by them, is one of the ways of securing his own improvement. Attrition of mind with others of equal, if not superior ability, tends to develop intellectual growth, and furnishes an innocent incentive to greater attainment.

3. In the recitation room there is one of the best opportunities for cultivating fixedness of attention; without which there

can be but little accuracy or acquisition of knowledge. If the student allows himself to feel that after he has recited there is nothing more for him to do while the class is together, his thoughts will wander in a thousand ways. But if he keeps his mind upon the lesson, and follows up all that is said by both instructor and student, he will gain in mental power not only by fixing in his mind more completely the principles of the study, but by requiring himself to shut out from thought, during the hour, everything foreign to the matter under consideration.

If a student does not require of his mind vigorous effort during the period of recitation, but allows it, instead, to wander at pleasure, he will, in a great measure, counteract if he does not fully lose the advantages gained from the study given to the lesson during the hours of preparation.

4. If in any sense the proper study of man is man, the class-room gives to the observing student a fair opportunity for studying character. The chances for doing this may not be so good, perhaps, as are afforded in the more familiar social life of the college. But in those institutions where the dormitory system does not prevail, the recitation room is, in the main, the only place where the student can look in upon his fellows. It requires no very discriminating eye to see that a good deal may be learned of manner and of motive in the close relation of the class-room, extended through a period of four years.


It is sometimes said that to study men we must mingle with men. To a great extent this is undoubtedly true. But while during his course the student is, for the most part, shut off from the world, yet if he study carefully the different phases of character which present themselves day by day in the recitation room, he will find, when he comes to enter upon the active duties of life, that he has gained considerable power to read with readiness both motives and measures.

Finally, the time given to recitation in this faithful manner, will be profitably employed. With the attention all absorbed by the exercises of the hour, and the faculties employed in the ways we have briefly indicated, the student will find the recitation room to be a place of work. The exercises, from their varied character, may not be so exhaustive as the labor spent in the preparation of the lesson; yet, if one puts himself to self-discipline as diligently as he ought to, he will find no little effort

necessary to secure the benefits within his reach. And that there are these benefits from such a use of the recitation hour, let any one who has ever tried it, prove for himself. Let him for a period—say for a month—give himself to improvement in class as intensely as he has ever applied himself to any lesson, and he will be surprised to see how much he has gained in accuracy and in excellency of scholarship.

Under such circumstances no one will ever find time to engage in trivialities in the recitation nor feel that the time hangs heavily on his hands. Seeing the good that may be obtained from the faithful improvement of his time in this way, he will never have too high an estimate of the hour of recitation.—*Times and Educator*.

HOW TO PUNISH.

HERE is great advantage in adapting the character of the punishment to that of the fault—making it, as far as possible, the natural and proper consequence of it. For instance, if the boys of a school do not come in promptly at the close of the twenty minutes recess, but waste five minutes by their dilatoriness in obeying the summons of the bell, and the teacher keeps them for five minutes beyond the usual hour of dismissal, to make up for the lost time, the punishment may be felt by them to be deserved, and it may have a good effect in diminishing the evil it is intended to remedy; but it will probably excite a considerable degree of mental irritation, if not of resentment, on the part of children, which will diminish the good effect, or is, at any rate, an evil which is to be avoided, if possible.

If, now, on the other hand, he assigns precisely the same penalty in another form, the whole of the good effect may be secured without the evil. Suppose he addresses the boys, just before they are to go out at the next recess, as follows:

“I think, boys, that twenty minutes is about the right length of time for the recess, all told—that is, from the time you go out to the time when you are *all* back in your seats again, quiet and ready to resume your studies. I found, yesterday, that it took

five minutes for you all to come in—that is, that it was five minutes from the time the bell was rung before all were in their seats; and to-day I shall ring the bell after *fifteen* minutes, so as to give you time to come in. If I find to-day that it takes ten minutes, then I will give you more time to come in to-morrow, by ringing the bell after you have been out *ten* minutes.

“I am sorry to have you lose so much of your recess, and if you can make the time for coming in shorter, then, of course, your recess can be longer. I should not wonder if, after a few trials, you should find that you could all come in and get into your places in *one* minute; and if so, I shall be very glad, for then you can have an uninterrupted recess of *nineteen* minutes, which will be a great gain.”

Every one who has had any considerable experience in the management of boys, will readily understand how different the effect of this measure will be from that of the other, while yet the penalty is, in both cases, precisely the same—namely, the loss, for the boys, of five minutes of their play.—*Jacob Abbott.*

A COURSE OF STUDY FOR UNGRADED SCHOOLS.

Report of the Committee of the Indiana State Board of Education, appointed to prepare a Course of Study for Ungraded Schools of the State.

Your committee respectfully report that they are unable to prescribe, definitely, any course of study for ungraded schools. Their inability arises from the diversity of the conditions necessary to secure uniformity. These are—

1. The inequality in the length of school terms.
2. The shortness of the terms generally.
3. The inexperience and inefficiency of many of the teachers.
4. The want of thorough, systematic, intelligent supervision of the schools:

First. It is evident, that unless there is uniformity in the length of the school terms, there cannot be much uniformity in the studies or the rate of progress. The remedy for this is with the people.

Second. The shortness of the school terms generally precludes the idea of securing a sufficient number of matured men and women as teachers. Teaching is a temporary employment rather than a profession, consequently comparatively few, except young, undeveloped and inexperienced persons are engaged in it, and many of these leave the schools as soon as they procure more permanent and remunerative employment. Constant employment is necessary to induce young people to make teaching a profession. The remedy for this lies with the people.

Third. The want of constant employment prevents, to a considerable extent, a professional preparation, and as a consequence many persons are selected to teach who are unable to organize, discipline, govern or instruct a school. Under such circumstances it is not surprising that the selection of the studies and the rate of progress are determined by the children or their parents, and not by the teacher. The remedy for this is in a more rigid scrutiny of the qualification of the teachers.

Fourth. As long as the teachers are elected by the people, they will conform to the wishes of their constituents in all that pertains to the management of their schools. It will, therefore, be impossible to secure any uniformity in organization, classification and method of instruction until the direction of the schools is transferred from the parents to the hands of an intelligent and efficient county superintendent. The remedy for this evil lies with the legislature.

All that your committee feel justified in doing, under present circumstances, is to make a few suggestions, which, if adopted, will economize the time of the teachers and increase the efficiency of their schools:

First. There should be but one series of books, of any kind, in the same school. The diversity in readers, arithmetics, geographies, etc., is detrimental to progress, because it consumes the time of the teacher unnecessarily, and prevents thorough classification and instruction. The remedy for the diversity of school books lies with the Trustee.

Second, Every pupil should be expected to read, write and spell every day. These studies are the basis of a good education and should receive constant attention. No one can be too proficient in these essential branches.

Third. As the Fifth and Sixth Readers of every series in use

contain the choicest and, at the same time, the most difficult selections of English literature, the time that is usually spent by immature pupils in attempting to read them is worse than wasted. The true test of every reading exercise is not the fluency with which the words are repeated, but is the intelligent appreciation of the thoughts of the author. If children read the Fourth Reader fluently, understand the sentiments it contains, spell and define its words, they are doing all that can be well done, ordinarily, in an ungraded school.

Fourth. Little children of ordinary intelligence, six years of age, may be taught to read with considerable fluency, and spell the first thirty pages of any of the First Readers in use, during the first four months of school. Every child should be furnished with a slate, and should be taught to count, make figures, and print the words of the book. The best teaching is done by the aid of the blackboard. The spelling book should not be used by little children, as the Primer or First Reader furnishes all that is necessary.

Fifth. Spelling should be made an instrumentality for the intelligent study of language. Preference should be given to the words in common use, such as are found in the readers. Advanced pupils should have their knowledge of the reading lesson tested by requiring them to write an analysis of it. The spelling lesson should be written from dictation. In oral spelling, every word spelled should have its correct use illustrated by being put into a sentence.

Sixth. In Arithmetic, pupils should be drilled thoroughly to write numbers, to add, subtract, multiply and divide with ease and accuracy, before they are permitted to proceed to the more complex operations. It is not unusual to find pupils working in per centage and the extraction of roots who cannot write simple numbers or recite the multiplication table with accuracy.

Seventh. Pupils who have *mastered* the Second and Third Readers, should commence the systematic study of Primary Geography and Elementary Arithmetic.

Eighth. A text book in grammar should not be introduced until the pupils are able to read fluently and intelligently in the Fourth Reader.

Ninth. The tendency to put pupils into more advanced studies, particularly the higher arithmetic, should be discouraged. A

thorough knowledge of the common school arithmetic is preferable to a superficial knowledge of the higher book.

Tenth. Much of the success of any school depends upon wisdom shown in its classification. The fewer the classes, the more time there will be for thorough instruction by the teacher and practice by the pupils.


Respectfully submitted,

ALEX. M. GOW,
WM. A. JONES.

The above report was adopted, and teachers are urged to study it and follow, as closely as possible, its suggestions.

STATE NORMAL SCHOOL.

FROM SUPERINTENDENT HOPKINS' FORTHCOMING REPORT.

NDIANA may now congratulate herself upon the possession of a first class State Normal School. First class considered not in relation to the building merely, but in relation to the high order of work done. This Institution was created by an act of the legislature approved December 20, 1865, and was opened January 6, 1870, with twenty-one students. The object of the institution is clearly propounded in the first section of the act enacting it: "That there shall be established and maintained, as hereinafter provided, a State Normal School, the object of which shall be the *preparation of teachers for teaching in the common schools of Indiana*. While other institutions look to the preparation of the physician, lawyer, preacher of the gospel, this one sets out upon the mission of furnishing skillful teachers for the common schools.

For this work there is a necessity. A good knowledge of the eight legal branches is not a sufficient qualification for the teacher. He must know something of the *mind, itself*. He can not be a professional teacher, in the true sense, without it. The true sphere and object of a Normal School is so well expressed by William A. Jones, the present able and efficient President of our Normal School, in his report to my predecessor, that, by his permission, I reproduce it in this report:

"All science is a product of mind. The teacher should know the faculties of mind chiefly exercised in learning a given science. Each faculty may contribute its products. It is of importance that these be distinguished from each other, that their relations be known, and that the order in which the different faculties can give their products, be known. This knowledge attained, the teacher can determine the order in which, and the method by which, the *parts* of a subject should be presented. There are transition periods in the growth of a mind. There is a time when sense perception—a time when memory and imagination, and a time when abstraction and reason are the leading forms of mental action. The teacher needs to recognize these periods, so as to adapt his instruction to the state of the child's development. The teacher has to do with the moral nature of the child. There are motives which can be presented to a pupil's mind to incite him to action, which will lead him to the formation of a character morally courageous, self-reliant, patient, truthful, kind, considerate, benevolent. There are other motives which can be presented that will lead to the formation of character proud, selfish, unamiable, deceitful, arrogant. *Character* is more than *scholarship*. That teacher's work which develops the latter at the expense of the former, is a sad *failure*. From these statements and explanations, it may be seen that the field of the Normal School is a distinct one; that its field is occupied by no other school; that it is the rival of no other school; that its specific function is an important one in the school system of the State."

The Normal School takes within its scope the classification, gradation, government and discipline of the schools, as well as the best methods of imparting instruction. In brief, it teaches the science and art of teaching school. It is really a matter of surprise that a deep-felt necessity should tarry so long for the advent of these harbingers of better days. They are of German origin and were, for a long time, confined to that country. The first Normal School was organized in Prussia, in 1735. The second by Frederick the Great, in 1748. Another was opened in Hanover, in 1757, and others followed in various parts of Germany. Since the beginning of the present century they have rapidly increased in number, and been greatly improved in their internal organization. The first seminary in France, for teachers,

was established in 1810; the first in Holland in 1816; in England in 1830.

Thirty-three years ago, Massachusetts, as an experiment, appropriated ten thousand dollars for the support of three Normal schools for three years; now she maintains four at a cost of forty thousand dollars per annum. In the United States the number is between forty and fifty, and their cost is equal to half a million of dollars. Thirty-three years ago there were in the Normal schools, in this country, just three young ladies, no gentlemen; now there are no less than seven thousand young men and women preparing to teach. The continued growth of these institutions can be accounted for upon no other supposition than that they meet a great want in the schools that can be met in no other way. Our own Normal school gives encouraging promise by the very character of its work, of its entire ability to meet that want in Indiana. I do not hesitate to state to the General Assembly that the very best professional work is performed by the faculty. In speaking thus confidently, I do not rely on my own judgment merely. Distinguished educators, both in and out of the State, have visited the Institution to witness its workings. It has elicited from them universal commendation. Among these I take the liberty of mentioning one by name. In the month of May last, Mr. Wm. T. Harris, Superintendent of the city schools of St. Louis, Missouri, a gentleman of extensive experience, possessing both an American and European reputation as a scholar and teacher, made a visit to our State Normal School, for the purpose of inspecting the professional character of its work. Upon his return to St. Louis, I addressed a letter to him propounding two questions:

1. How does the work performed in our Normal School compare with the work performed in the Normal Schools of other States visited by you?

2. Does it come up to your ideas of true professional preparation?

Mr. Harris promptly replied as follows:

HON. MILTON B. HOPKINS:

DEAR SIR:—In reply to your inquiry regarding the status of the Normal School at Terre Haute, I would say that my impressions of it are favorable in the extreme. I found in progress a

certain kind of psychological work very appropriate for a Normal School, and of a quality far superior to that found in the other schools which undertake it. But what I valued, especially, was the attention given to details of behavior and deportment. Pupils, under such a training as I witnessed at Terre Haute, will, in a few months, become so thoroughly filled with the ideal of a good school, that they will unconsciously (or as a matter of habit) insist on just such order and discipline from their own schools. These are, in few words, my impressions of your school and I should consider it a matter of congratulation for any State to have so good a school."

This school is achieving the very best results for the State. There has been a regular and healthy increase in the number of its inmates each year. It sent forth its first class of graduates at the close of last year. These acquitted themselves in a manner quite satisfactory to the Trustees and visitors. A larger class will graduate the present year. A few hundred of these well-trained teachers will work the complete regeneration of Indiana's schools. The invigorating influence of this school will be felt far beyond its graduates and their immediate pupils. It is destined to become the great heart of our common school system, from which shall be sent the life-giving current to the extremities of the State. These graduates will be found in the lead in our institutes and associations. They will impart a normal tinge to all of our teachers and schools. "A little leaven leaveneth the whole lump." There are four conditions of admission into this Institution:

1st. The applicant, if male, shall be eighteen years of age; if female, sixteen.

2d. Good health.

3d. Satisfactory evidence of undoubted moral character.

4th. A written pledge on the part of the applicant, filed with the principal, that said applicant will, so far as may be practicable, teach in the common schools of Indiana a period equal to twice the time spent as a pupil in the Normal School.

AN ADDRESS BY THE UNITED STATES CENTENNIAL COMMISSION.

To the People of the United States:

The Congress of the United States has enacted that the completion of the one hundredth year of American Independence shall be celebrated by an International Exhibition of the Arts, Manufactures and products of the soil and mine; to be held in Philadelphia, in 1786, and has appointed a Commission, consisting of representatives from each State and Territory, to conduct the celebration.

Originating under the auspices of the National Legislature, controlled by a National Commission, and designed, as it is, to "Commemorate the first Century of our existence, by an exhibition of the natural resources of the country and their development, and of our progress in those arts which benefit mankind, in comparison with those of older nations," it is to the people at large that the Commission looks for the aid which is necessary to make the Centennial Celebration the grandest anniversary the world has ever seen.

That the completion of the first century of our existence should be marked by some imposing demonstration is, we believe, the patriotic wish of the people of the whole country. The Congress of the United States has wisely decided that the birth-day of the Great Republic can be most fittingly celebrated by the universal collection and display of all the trophies of its progress. It is designed to bring together, within a building covering fifty acres, not only the varied productions of our mines and of the soil, but types of all the intellectual triumphs of our citizens, specimens of everything that America can furnish, whether from the brains or the hands of her children, and thus make evident to the world the advancement of which a self-governed people is capable.

In this "Celebration" all nations will be invited to participate, its character being international. Europe will display her arts and manufactures, India her curious fabrics, while newly opened China and Japan will lay bare the treasures which for centuries their ingenious people have been perfecting. Each land will compete in generous rivalry for the palm of superior excellence.

To this grand gathering every zone will contribute its fruits and cereals. No mineral shall be wanting; for what the East lacks the West will supply. Under one roof will the South display, in rich luxuriance, her growing cotton, and the North, in miniature, the ceaseless machinery of her mills converting that cotton into cloth. Each section of the globe will send its best offerings to this exhibition, and each State of the Union, as a member of one united body politic, will show to her sister States and to the world, how much she can add to the greatness of the nation of which she is a harmonious part.

To make the Centennial Celebration such a success as the patriotism and the pride of every American demands, will require the co-operation of the people of the whole country. The United States Centennial Commission has received no Government aid, such as England extended to her World's Fair, and France to her Universal Exposition, yet the labor and responsibility imposed upon the Commission is as great as in either of those undertakings. It is estimated that ten millions of dollars will be required, and this sum Congress has provided shall be raised by stock subscription, and that the people shall have the opportunity of subscribing in proportion to the population of their respective States and Territories.

The Commission looks to the unfailing patriotism of the people of every section, to see that each contributes its share to the expenses, and receives its share of the benefits of an enterprise in which all are so deeply interested. It would further earnestly urge the formation, in each State and Territory, of a centennial organization which shall, in time, see that county organizations are formed, so that when the nations are gathered together in 1876, each Commonwealth can view, with pride, the contributions she has made to the national glory.

Confidently relying on the zeal and patriotism displayed by our people in every national undertaking, we pledge and prophesy that the Centennial Celebration will worthily show how greatness, wealth and intelligence, can be fostered by such institutions as those which have, for one hundred years, blessed the people of the United States.


JOSEPH R. HAWLEY,

President.

GRAMMAR.—II.

MOODS.

GEO. P. BROWN.

N my former article I defined the verb, and attempted to give my reasons for the definition. The subject of mood seems to demand attention at this time, and in this connection. Moods are modifications of the copula or assertive element in the sentence, and not of the predicate. Hence, the definition that moods of verbs denote the manner of the assertion, or the manner of making the statement, is essentially correct.

The history of the introduction of the various modifications of the thought element of the sentence may assist us to better understand this subject.

The first statements that were made were probably affirmative, and the thought element was not expressed but understood. Thus, the expression "sun bright" would be used instead of "sun is bright." The first modification of this thought would be the introduction of the negative, as "sun not bright." It is an interesting fact that the sign of this negative is the same in widely different languages; namely, the letter "n," with or without a vowel. When the language had sufficiently advanced to require a word to express the thought element, one was borrowed from the list of attribute words for this purpose; viz, "is," or the verb "to be."

The modification of this thought element was indicated by other words borrowed for this purpose, which are called auxiliaries, such as *may*, *can*, *must*, etc.

Subsequently adverbs, called by our grammarians modals, were used to modify more definitely the thought expressed by the verb; such as *possibly*, *probably*, *perhaps*, etc. These are copula modifiers, and never modify the predicate.

Now what are the grounds upon which these modifications of the thought, by means of moods, are based?

When this question is answered, the mystery of grammatical moods is solved.

First, we have the simple affirmation or negation; as "The sun is bright;" "The moon did not shine." Here the assertion is unmodified, and we call this form of the verb the indicative mood. It is not properly a mood at all, for there is no modifica-

tion of the assertion. There is, however, no more impropriety in using the term mood here, than there is of designating certain nouns as in the neuter gender, or adjectives that indicate no comparison, as in the positive degree. In the assertion, "the sun is bright," there is no reference, whatever, to the ground upon which this assertion is based. It is a simple statement of fact, with no admixture of any other thought.

In the assertion, "*The sun must be bright*," it is different. Reference is here made to the ground of the judgment, and it is understood that the statement means that such is the relation of facts to facts in the given case, that by the laws of thought, the judgment *must* result that *the sun is bright*. We say, therefore, that the ground of the determination of the truth or judgment lies wholly within the sphere of thought, and that the judgment is a necessary one. But when I say "the sun may be bright," the ground of the judgment is assumed to rest upon something outside of and beyond the thought, and it is regarded by the mind as contingent and, in some degree, doubtful.

We have, therefore, the two stand-points, from which the determination of the judgment must be viewed; viz: *as a necessary result*, reasoning from the facts given; and *as a contingent or problematic result*, dependent upon something not yet determined. This gives rise to two moods, which may be called the Necessary and the Contingent, or Potential.

When I say, "Sun, be bright," it is a contingent judgment, based upon the will, and gives rise to a subdivision of the Contingent mood, which is called the Imperative.

These are all the modifications that the copula or assisting element can have. They are:

1. The Indicative, or unmodified assertion.
2. The Necessary, or that in which it is implied that the statement is a necessary conclusion, which the mind must accept.
3. The Contingent or Problematic, or that in which it is implied that the ground of the *judgment*, or *conclusion*, or *statement*, depends upon something undetermined and uncertain. A subdivision of this last gives the Imperative, as stated above.

There is, therefore, no Infinitive or Participial mood, but these are simply forms of the verb used as nouns or adjectives.

This classification is as old as Aristotle, who enumerates three kinds of propositions—"Pure, Necessary and Contingent." Much

unnecessary confusion exists in the minds of most persons concerning this subject of mood, and especially of the so-called Subjunctive mood, and it is only by basing a classification upon the ground of the *thought*, and not the *form*, that this confusion can be avoided.

The little word "if" is the source of endless trouble, since it is used indifferently with verbs expressing contingency and those that do not. Some grammarians have considered it the sign of the Subjunctive, wherever found, and have thus confounded Pure and Contingent judgments.

The latest explanation of the mystery is to be found in Swinton's Progressive English Grammar. He says: "The only difference between the Subjunctive mood and the Indicative mood is in the third person singular of two of the tenses, the *present* and the *present perfect*. Thus—'If he loves,' and 'If he has loved,' are in the Indicative; while, 'If he love,' and 'If he have loved,' are in the Subjunctive.

"The explanation of these differences is, that in what is called the Subjunctive mood there is a little word left out,—either the word *will*, or the words *may*, *can*, *should*."

And yet this author seems to regard this as sufficient ground for a Subjunctive mood. If so small a matter as the omission of an auxiliary will form a mood, I wonder that he stopped with four. He certainly might have given us several more.

The following rules, given by Mr. Day, may be valuable in determining when to use the Indicative or inflected form of the verb, and when the Contingent or uninflected form without auxiliaries.

The Indicative is used in the following cases:

1. When the copula or judging act is to be made prominent; as, "If the sun *has risen*, it is dark."

2. In generalized truths or facts; as, "If the sun *sets* behind a cloud, it usually rains."

3. When no contingency or necessity is to be expressed; as, "If he *lives* as he professes, he is worthy to be followed."

The Potential or Contingent form is used:

1. When any contingency is to be expressed; as, "If he *refuse*, leave him. If he *comply*, act with him. If he *write* well, I will employ him.

2. When a command is to be given or result attained; as, "See that thou *do* it. Take heed lest any man *deceive* you."

OFFICIAL DEPARTMENT.

In the month of September, I paid an official visit to each of the following counties:

Rush, Fayette, Union, Franklin and Dearborn.

I confess, at once, that it was a matter of exquisite pleasure to visit Rush county. This county has, with me, a thousand pleasing reminiscences. I met quite a number of my early associates engaged in the common school work, either as trustees or teachers. The Institute was well attended. The gentlemen appeared well; the ladies appeared intellectual. The Trustees were generally present. The interview took place in the fine graded school building in Rushville. This county is well supplied with good school houses. It has quite a number of township graded school buildings. Mr. Graham is both Superintendent of the Rushville graded school and County Examiner. I think the schools, from all that I could learn, are looking up in this county; but I am sure there is room for improvement.

FAYETTE.

I have to confess to some disappointment here. In former years, this county took the lead in education. She has fallen somewhat behind her neighbors on the west and east of her. A few good Trustees met me in the court house. The Examiner was compelled to be absent. His presence was desirable. The average length of the school term, in this county, is *too short*. I put in the probe and found the *tender place*. But I have hope for Connersville and Fayette county in the future, for Housekeeper is there and he always does something good, if anything good can be done. He is at the head of the graded school in Connersville. I did not tell him to work up an interest among the teachers in that county; I knew he would do it without being requested. Connersville has levied the local tuition tax to the limit of the law. I had the pleasure of an interview with only one member of the Board of School Trustees for the corporation of the city, but I really think he was about equal, in good practical educational sense, to six of some I have met. If the Trustees of Fayette will suffer from me a word of exhortation, that word shall be a little more local levy and a little longer school term next year, gentlemen, if you please.

UNION.

Little Union was out full size. Examiner Smith was on hand; Trustees of the county generally present; County Auditor also, and many questions were propounded by them. But I had a searching question for

the Trustees: "Gentlemen, what is the average length of your school terms in Union county?" Judge of the agreeable surprise when they, answered, *eight months*. I involuntarily thanked God, and inwardly blessed the people of Union. This true report put me in a good condition for a speech to the people at night. I do not intimate that I made, on that occasion, a good speech; I cannot do that; but, under the inspiration of that report, I made the best speech I ever did make on the Indiana Common School System.

FRANKLIN.

Next day I visited Brookville, officially; repaired at once to the court house, with the expectation of meeting the Trustees of the county; but, alas! no Trustees met me. I waited two hours beyond the appointed time, and still they came not. I understood, from the Examiner, that there was a School Board in the town. I desired to see the members of that Board, at least. I sent into the streets once, twice, and even thrice, and finally succeeded in capturing one. I left the county next morning, not discouraged, but determined to try again.

DEARBORN.

Arriving at Lawrenceburg some two hours before the time appointed to meet the Examiner and Trustees, I repaired at once to the graded school conducted by Mr. Butler.

This school is in good working order. Greatly to my delight, I found at her post a former pupil of mine, Miss Lida Evans. She has taught here for a number of years, successfully. She is now in advance of her former preceptor. This school has a good reputation, and deservedly so. The Trustees were mostly present. The interview was pleasant, and, I hope, profitable. Many topics, connected with the interests of common schools, were talked over, and I think, in the main, satisfactory conclusions were reached. I received reports from the Examiner and Trustees of many good schools in the county. Aurora has some reputation as an educational point. I lectured at night, in the M. E. Church, to a very small yet, considering the speaker, a very attentive audience. The apostles of Greeley and Grant were both very busy in the town. They could command a hundred hearers to where I could one. But their day is now past, mine still lingers, and, as soon as the sessions of the legislature have closed, I will be among the counties asking for a longer school term and a little more local tuition tax for that purpose. The reports now on file in my office, show that the average increase in the length of the school terms for 1872, over its predecessor, is just 17½ days. Teachers, Trustees, educational men of Indiana, *work, work*, the victory is within reach.

Adieu till another moon.

M. B. HOPKINS,
Supt. of Public Instruction.

EDITORIAL.

THIS number completes the seventeenth volume of the INDIANA SCHOOL JOURNAL. We have tried to make it the best volume, and feel that we have fairly succeeded, if we may believe the testimony of many teachers who have been faithful readers of the JOURNAL for years.

One year ago we congratulated ourselves that we had secured a *bona fide* circulation of 2,000, then the largest circulation yet attained in the history of the JOURNAL. We can now boast of 3,000, a circulation very creditable, compared with other papers of the kind. We know of but one School Journal in the United States, not published as the advertising medium of some private enterprise, whose circulation exceeds this.

OUR NEXT VOLUME

We propose to make still better. As an earnest of our good intentions, we have engaged Professor E. C. Hewett to write a series of articles on "Geography, and how to teach it." It is not necessary to commend these articles to those acquainted with Prof. Hewett, or to those who have read his articles on "Arithmetic, and how to teach it," the last of which appears in this number.

Also, Dr. R. T. Brown, author of Brown's Physiology, at present chief chemist in the Agricultural Department at Washington City, has agreed to furnish a series of "Science Papers," or "Easy Experiments," such as we promised some months ago from Prof. Emery. These "papers" will treat of the "science of common things," and give simple experiments that can be easily performed, and yet will be calculated to call the attention of boys and girls to the beauty and wonders of nature.

W. P. Phelon, Principal of the Laporte Technic and Training School, will furnish a series of *General Lessons*, on common sense topics, not treated in our ordinary text-books.

The last ten or fifteen minutes of each day wisely spent on miscellaneous topics of practical interest, can be made more profitable to most pupils than any other one exercise of the day.

Geo. P. Brown, Principal of the Indianapolis High School, will continue his articles on Grammar.

These articles are original and philosophic, and will well repay a careful study—see the article in this number.

Miss Delia A. Lathrop will favor us with a few more articles on Primary Work. The subject of her next article will be "The child's first lesson in reading."

Prof. L. H. Jones, of the State Normal Schools, will furnish several articles on Orthoepey and Reading.

In an early number, we shall begin a series of articles accounting for the names of States, and also give the origin of their sobriquets: e. g. why Indiana is called the Hoosier State, Illinois the Sucker, Ohio the Buckeye, etc.

Besides these, we shall have occasional and miscellaneous articles from the most experienced teachers in our own State, and from the ablest writers in the land.

We hope to be able to fill our editorial and miscellaneous pages with just such matter as will be both interesting and instructive.

We wish to call special attention to the programme of the State Teachers' Association, published on another page. We think it will be generally conceded that the programme is a *good* one; certainly the Chairman of the Executive Committee has labored hard to make it so. Everything will be done that can be done to make the meeting a success in every particular.

Teachers may expect that every exercise announced will take place, unless sickness or death prevents. All the persons whose names appear on the programme have *promised* to be on hand, and if any one now fails, without *good* excuse, if he is not a "horse thief" he will be most certainly "a liar," and should be so considered. Teachers cannot afford to spend time and money to attend a meeting and then be disappointed in what they expected to hear.

The Association ought to be largely attended, and we believe it will be. We believe it will richly pay any teacher to attend who desires to learn, and who wishes to have his views broadened and raised to a high plain.

There are two classes of teachers who never attend such places:

1. Those who know nothing but a little "readen, and writen, and cipherin," and do not wish to learn any more.
2. Those who already "know it all," and always consider teachers' meetings "bore."

We have some of both of these classes in every section of the State, and can only wish that the number was smaller.

But the great mass of teachers are willing and anxious to learn, and of these we hope to meet *five hundred* at Logansport on Dec. 31, 1872.

THE Chairman of the Executive Committee of the State Association has limited the exercises, except the evening lectures, to 25 minutes. Performers will please take notice and arrange their papers accordingly, as the president will be likely to follow orders and call down on time, whether the exercise is finished or not.

A great deal can be said in 25 minutes, if the writer will but take time to condense and carefully arrange what he wishes to say.

These papers are not expected to be exhaustive treatises on the subjects.

WITH this number expires the time of subscription of a large number of our subscribers. We hope they will renew promptly that they may begin with the new volume, and have no break in the file of their Journals.

Many teachers, simply by the asking, could send an additional name or two with their own. Will they not do so? The larger our circulation the better can we make the JOURNAL. Every teacher should feel a personal pride in the JOURNAL of his own State, and gladly do what he may be able to do to extend its circulation. Out of nearly 13,000 teachers more than 3,000 should take and read their own State paper.

We want 4,000 subscribers by next December. Shall we have them?

THERE is but little doubt that we shall secure some needed amendments to our School Law during the present session of the Legislature. The education committees are composed as follows:

Senate—Harvey D. Scott, Chairman; Henry Taylor, Wm. R. Hough, W. P. Rhodes, B. S. Fuller, Andrew J. Boone, Addison Armstrong.

House—A. C. Mellett, Chairman; U. S. Given, J. J. W. Billingsley, N. T. Butts, Thomas W. Woolen, Jesse Ogden.

We have conversed with most of these gentlemen, and, per courtesy, have attended some of their committee meetings. We can simply say that we are highly pleased with the spirit manifested, and feel that it would be difficult to improve the committees. They are composed of liberal minded gentlemen, who desire to act in the best interest of the children of the State. If the legislature will but indorse what these committees recommend, we shall secure a great deal.

We have conversed with various other "members" and find that there is a good feeling generally on the subject of Education.

Of course there are a few who take great pleasure in contemplating the superior excellence of the "good old ways" and persist in "going to mill with a stone in one end of the bag," but we knew that such specimens were extant, and are not at all disappointed.

Upon the whole we feel hopeful. We may not get just what we want, but we shall get something.

WE would call special attention to the Report of the Committee of the State Board, to prepare a course of study for the ungraded schools.

While the Report does not go into detail quite so much as we at first calculated upon, it contains many valuable suggestions, which we shall in the future wish to comment upon. We hope that every teacher of an ungraded school will give the Report careful study.

MISCELLANY.

QUESTIONS FOR THE EXAMINATION OF TEACHERS, PREPARED BY STATE BOARD OF EDUCATION, OCT. '72.

GENERAL QUESTIONS.

1. Give your name and post office address.
2. What special preparation have you made for teaching?
3. Do you take or read educational works or periodicals? If so, name them.
4. Have you attended Teachers' Institutes? If not, why?
5. Have you taught school? What grade? How long?
6. What is your age?
7. What is the length of your previous certificate?

ORTHOGRAPHY.

1. What is the root of a word?
2. What are sub-vocals?
3. Define prefix and suffix.
4. Make a tabular classification of the letters in respect of sounds.
5. Can you state any general rule for the use of ie and ei, in the spelling of words?

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| 1. Resource. | 6. Crescent. |
| 2. Extinct. | 7. Dactyl. |
| 3. Myriad. | 8. Pyramid. |
| 4. Pacify. | 9. Chemical. |
| 5. Guitar. | 10. Analysis. |

GEOGRAPHY.

1. What capes are at the entrance to the Chesapeake Bay?
2. Name the three most important peaks of the Rocky Mountains in the United States.
3. To what country does Iceland belong?
4. How many motions has the earth; and what is the effect of each?
5. What is meant by the climate of a country?
6. What two places have the greatest latitude?
7. For what purpose has the Arctic Ocean been frequently explored?
8. What canal opens communication between Lakes Erie and Ontario?
9. What peculiarity is in the waters of the Gulf Stream?
10. What sea partly separates Sweden and Russia?

U. S. HISTORY.

1. On what grounds did European nations acquire title to territory on this continent?
2. Who were the Huguenots that settled in South Carolina and Florida?
3. Give some account of the treason of Benedict Arnold.
4. Who was king of Great Britain during the Revolutionary War, and what was his character?
5. By whom and in whose service was the Hudson River discovered?
6. Give an account of the settlement of Pennsylvania.
7. What was the purpose of the "Stamp Act?"
8. The colonists thought the Stamp Act unjust and rebelled; why should the people of Indiana not rebel against the payment for stamps on legal documents now?
9. What form of government succeeded the colonial?
10. Why did not Canada join the colonies in their struggle for independence?

GRAMMAR.

1. What is the object of classifying some common nouns as collective nouns?
2. For what purpose do nouns have number?
3. Define the relative pronoun and illustrate its use.
4. How is the progressive form of the verb formed?
5. How is the possessive case of nouns generally formed, and illustrate by using the nouns boy and man?
6. Write the conjunction that corresponds to the following:

1. Whether.	3. Both.
2. Neither.	4. Either.
7. Write the future, indicative, active and passive of the verb teach in full.
8. Is the following wrong? If so, correct it and give the rule. "He has finished his work last week."
9. Parse the words in Italics: *Go to the ant, thou sluggard.*
10. Write the analysis of the following sentence:
"A verb agrees with its subject in number and person."

ARITHMETIC.

1. What is the mark of distinction between addition and multiplication?
2. What is the mark of distinction between subtraction and division?
3. From three hundred thousandths subtract three hundred-thousandths.
4. If you divide the denominator of $\frac{1}{2}$ by 2, what will be the effect on the value of the fraction?
5. What is the value of $\frac{1}{2}$ of an acre, $\frac{1}{4}$ of a rood, and $\frac{7}{16}$ of a square rod of an acre of land, at \$100 per acre?

6. Explain by an example the difference between true and bank discount.
7. What must be the face of a note, which, when discounted at a bank at 6 per cent. for 3 months, will yield \$100?
8. What is the difference in value between the expressions .03 % and 3 per cent.?
9. If I buy an article for $12\frac{1}{2}$ cents and sell it for 12 cents, what per cent. do I lose?
10. When wheat is \$2 per bushel, a 10 cent loaf weighs $1\frac{1}{2}$ lbs., what price per bushel is wheat when a 6 cent loaf weighs $1\frac{1}{2}$ lbs.?

PHYSIOLOGY.

1. Explain the process of digestion?
2. Of what does the nervous system consist, and what are its functions?
3. What is the object of bathing, and how does it maintain a uniform temperature of the body?
4. Describe the ribs.
5. How can the composition of a bone be ascertained?

**ANNOUNCEMENT OF THE NINETEENTH ANNUAL MEETING
OF THE INDIANA STATE TEACHERS' ASSOCIATION, TO
BE HELD IN LOGANSPOUT, DECEMBER 31, AND JANUARY
1, 2 AND 3, 1872-3.**

PROGRAMME.

TUESDAY P. M., DECEMBER 31st.

EXAMINERS' AND SUPERINTENDENTS' SECTION.

- 1:30—Opening Address by D. Eckley Hunter, President of the Section.
- 2:00—Discussion. "When and where shall we hold County Institutes, looking to questions of economy, ability, and attendance?" Opened by S. P. Thompson, Examiner of Jasper county.
- 3:30—Discussion. "What should be the powers, duties, and qualifications of County Examiners or County Superintendents?" Opened by E. Sumption, Examiner of St. Joseph county.
- 3:00—Paper. "Best method of influencing public opinion in favor of Education," by Clarkson Davis, Examiner of Henry county.
- 4:00—Discussion. A uniform system of marking Licenses necessary." Opened by Rawson Vaile, Examiner of Howard county.

TUESDAY EVENING.**GENERAL ASSOCIATION.**

7:30—1st. Organisation of General Association.

2d. Address of Welcome by Judge H. P. Biddle, of Logansport, with a response by the retiring President, Alex. M. Gow.

3d. Inaugural Address by the incoming President, W. A. Bell, Editor of the Indiana School Journal.

4th. Appointment of committees and miscellaneous business.

WEDNESDAY A. M.**GENERAL ASSOCIATION.**

9:00—Opening Exercises.

9:15—"The relation of German to our Public Schools," by E. P. Cole, of Washington. Discussion to be opened by J. C. Housekeeper, Superintendent of Connersville Schools.

10:00—"The Kindergarten in Theory and Practice," by H. B. Boisen, Professor of Modern Languages, State University.

10:40—Recess.

10:50—"On the Study of Psychology," by H. S. McRae, Superintendent of Muncie Schools.

11:30—"How to cultivate a taste for English Literature," by J. A. Zeller, Principal of Evansville High School.

WEDNESDAY P. M.**COLLEGIATE AND HIGH SCHOOL SECTION.**

2:00—Opening Exercises.

2:15—Opening Address by the President of the Section, Jos. Moore, President of Earlham College.

2:45—"A Common Course of Study for our Colleges," by Prof. Joseph Tingley, of Asbury University. Discussion of Paper.

3:45—"Behavior of College Officers toward their Pupils as a means of Culture."

EXAMINERS' AND SUPERINTENDENTS' SECTION.

1:30—Paper on the advantages, disadvantages, and feasibility of District and Township Graded Schools, by W. T. Stillwell, examiner of Gibson county. Discussion of Paper.

2:10—Discussion. "How shall we determine the scholarship of our Pupils, looking to advancement or promotion?" Opened by Alex. M. Gow, Superintendent of Evansville Schools.

2:40—Discussion. "Should any man hold the office of County Superintendent who can not obtain a State License?" Opened by Gilbert Small, examiner of White county.

3:20—Paper. "The necessity of consultation and co-operation of School Superintendents," by A. O. Shortridge, Superintendent of Indianapolis Schools.

3:50—Miscellaneous Business and Election of Officers.

WEDNESDAY EVENING.**GENERAL ASSOCIATION.**

7:30—"The Qualifications and Influence of the True Woman," by Mrs. Sarah A. Oren, of the Indianapolis High School.

8:00—Address by the Hon. John R. French, State Superintendent of Schools, Vermont.

THURSDAY A. M.**GENERAL ASSOCIATION.**

9:00—Opening Exercises.

9:15—"Defects of the Graded System of Schools," by J. McNeil, Superintendent of Richmond Schools.

9:45—"Moral Training in the Public Schools," by Wm. A. Jones, President of the State Normal School.

10:20—"Incentives," by J. J. Mills, Superintendent of Wabash Schools. Discussion to be opened by J. H. Snoddy, Principal of School at Remington.

11:00—"The Relation of Journalism to Education," by T. C. Philips, Editor of Kokomo Tribune.

11:30—"Discipline: What it is and how to Secure it," by John Cooper, Superintendent of Winchester Schools.

THURSDAY P. M.**COLLEGIATE AND HIGH SCHOOL SECTION.**

2:00—"The Proper Relation of the Lecture System to a Course of Instruction in College," by Cyrus Nutt, President of the State University. Discussion of Paper.

3:00—"High School Work in Indiana," by George P. Brown, Principal of Indianapolis High School.

Election of Officers.

PRIMARY SECTION.

2:00—"Lesson with Children," by Miss Ellen Comingore, of Logansport.

2:45—"One Way in which to Teach Facts of Natural History to a Child," by Miss Lizzie Adams, of Indianapolis.

3:15—Recess.

3:30—"Primary Children in Country Schools," by Clara J. Armstrong, Principal of Indianapolis Training School.

THURSDAY EVENING.**GENERAL ASSOCIATION.**

7:30—"The Art of Questioning," by Mrs. Lois G. Hufford, of New Castle.

8:00—Address by Hon. Wm. T. Harris, Superintendent of Schools, St. Louis.

FRIDAY A. M.

GENERAL ASSOCIATION.

9:00—Opening Exercises.

9:15—Discussion. "Compulsory Education." In favor of—J. M. Bloss, Superintendent of New Albany Schools. Against—D. D. Luke, Superintendent of Goshen Schools.

10:15—"What shall be done with the Bad Boys?" by C. W. Ainsworth, Assistant Superintendent of the Boys' Reform School. Discussion to be opened by Jesse H. Brown, of Indianapolis.

11:00—Reports of Committees.

Miscellaneous Business.

GENERAL SUGGESTIONS.

All those who have accepted appointments are expected to be present and perform their duty at the precise time named in the above programme.

It is hoped that the programme will be carried out as printed, without a single exception.

Each of the exercises, with the exception of the Addresses and Lectures, must be limited to twenty-five minutes. The remainder of the time assigned to the subjects will be occupied in discussion.

Music, both instrumental and vocal, will be furnished by the various musical organizations of the city.

The day session of the General Association and of the Sections will be held in the Methodist Church, corner of Broadway and Eighth streets. It is expected that the evening sessions will be held in Dolan's new hall, corner of Broadway and Bridge streets.

HOTEL ACCOMMODATIONS.

Members of the Association will be entertained at the Barnett, Gehring, Taylor, and St. Elmo hotels at \$1.50 per day, and at the various boarding houses of the city from .75 to \$1.00 per day. Persons wishing assistance in finding boarding places may apply to the Committee of Reception, to be found at the depot or at the place in which the Association meets.

RAILROAD ARRANGEMENTS.

1. The following roads will return members of the Association, who shall have paid one full fare, *free* upon the presentation of the proper certificate of membership, to be obtained at the close of the meeting of the Association.

1. Fort Wayne, Muncie and Cincinnati;
2. Indianapolis, Peru and Chicago;
3. Evansville and Crawfordsville;
4. Logansport, Crawfordsville and Southwestern;
5. Fort Wayne, Jackson and Saginaw;
6. Louisville, New Albany and Chicago;
7. Vandalia Line within the State.

- II. The Detroit, Eel River and Illinois railroad will sell excursion tickets to Logansport and return upon the payment of one fare, *provided the road is finished to Logansport in season.*
- III. The Indianapolis, Cincinnati and Lafayette, and the White Water Valley roads, will sell excursion tickets to Indianapolis and return at *one and one-fifth* fares.
- IV. The Jeffersonville, Madison and Indianapolis railroad will sell excursion tickets to Indianapolis and return at *one and one-fourth* fares.
- V. The following arrangement has been made with the Pittsburgh, Fort Wayne and Chicago railway; Pittsburgh, Cincinnati and St. Louis railway, with leased lines; and the Grand Rapids and Indiana railway, with leased lines, viz:
- Excursion tickets will be sold at any station on these roads under the following rates:
- Parties of 20 to 29, at rate of 5 cents per mile one way.
- Parties of 30 to 39, at rate of $4\frac{1}{2}$ cents per mile one way.
- Parties of 40 or more, at rate of 4 cents per mile one way.
- The going coupon must be limited to one train and date.
- VI. Parties of ten and over can secure a reduction in fare on the Toledo, Wabash and Western road by applying by letter to John U. Parsons, G. T. A., Toledo, Ohio, about December 20th. The number of persons who wish to go from a particular station on this road should be stated in this application, as the amount of reduction will depend upon the number.
- VII. Parties desiring to purchase round trip or excursion tickets as above indicated, should make known to the Station Agents the fact that they are teachers desiring to attend the Association at Logansport.

J. H. SMART,
Chairman Executive Committee.

The following, from the State Superintendent's forthcoming report, shows the increase in the average length of schools throughout the State, each year, from 1868 to 1872, inclusive:

Average length in 1868, 87 days; in 1869, 92 days; in 1870, 97 days; in 1871, $98\frac{1}{2}$ days; and in 1872, 116 days.

From this we see that from 1868 to 1869 the increase was five days; from 1869 to 1870, five days; from 1870 to 1871, one and a half days; from 1871 to 1872, *seventeen and a half* days, or nearly one entire school month.

This large increase during the last year is owing largely to the efficient work of our State Superintendent.

In all his meetings with Trustees, and in all his lectures, he has made "greater length of school term" a specialty. It is believed the increase for the next year will be equally great.

THE following persons have received State Certificates from the State Board of Education :

Thomas Charles,
Wm. A. Bell,
H. S. McRae,
Charles Hewett,
Hiram J. McComber,
Ebenezer Tucker,
Sarah Paxton,
Miss A. A. Clement,
Miss Kate E. Coffin,

Nannie D. Standeford,
J. Milton Hodson,
J. C. Housekeeper,
Ferman Davis,
J. F. Finley,
John M. Hanly,
Dora J. Mayhew,
Maria H. Jones,
Rhoda Driggs,

AT LAST EXAMINATION.

First Grade.

D. E. Hunter,
J. Wetherell,
D. D. Luke,
C. P. Hodge,
Wm. F. L. Saunders,
Miss M. McCulleugh,
Mrs. Emma M. McRae,
Enos Adamson,
Cyrus Hodgen,

J. A. Zellar,
Geo. P. Brown,
John Cooper,
Isaac F. Mills,
J. B. Johnson,
W. H. Banta,
R. A. Chase,
W. P. Phelon,
Sarah A. McCord.

Second Grade.

Alexander Bourgeois,
Walter Welch,

G. F. Bass,
M. E. Clodfelter.

ROLL OF HONOR.

We notice that a great many teachers are in the habit of publishing monthly reports of their schools, and of giving the names of pupils who are particularly deserving.

It is an excellent plan, as we know from experience, and we heartily recommend it. Editors are always glad to publish these reports, and they are a great stimulus when the standard is such that it can be reached by any one who will faithfully try.

This need not be limited to city and town schools. If a country teacher should publish reports, and thus induce his pupils to read their county papers occasionally, it would do no harm. Such an exercise would also be very beneficial to a teacher.

THE enrollment of the Elkhart schools was 88 more the first month of this year than it was the corresponding month of last.

We give, on the opposite page, a "cut" representing the part of Boston including the "burnt district." The dark part represents the portion burned at the fire.

We do not propose to give a description of the fire, as teachers have already had that through the newspapers; but we wish to illustrate the plan (or rather the want of plan) on which the older part of Boston is built. It will be seen that the streets are short, crooked and irregular; they are also narrow, and "don't go any place." The old part of New York is just as irregular. This is the ordinary plan of cities in the Old Country.

The Boston Common is a beautiful park with drives, walks, seats, trees, little lakes, fountains, statuary, etc. The State Capitol fronts on this park. In front of the Capitol are two large bronze statues, one of Daniel Webster, the statesman; the other of Horace Mann, the greatest American Educator.

The noted city hall, known as Faneuil (pronounced fun il) Hall, since the fire, is temporarily used as a post office.

While the late fire was fearful and indescribable, it did not equal the great Chicago fire.

In Boston there were 950 buildings burned, while in Chicago there were 3,400. In Boston, however, these buildings were almost exclusively business blocks.

The loss is estimated at about \$75,000,000. The insurance was about \$45,000,000, most of which will be paid.

It must be borne in mind that the diagram represents but a small part of Boston, and that the most irregular part.

It is stated that Mr. Wm. A. Woodward has brought suit against Ezra Cornell, the founder of Cornell University, for \$117,000. This amount is for services rendered in locating Government lands for the University.

Mr. W. claims to have located over a half-million acres, for which he was to receive 30 cts. per acre; he also claims to have paid large amounts for taxes on lands, agent's fees, etc. The case is now on trial before referees, with fair prospects of success by the plaintiff.

ALL the teachers of the Wabash school read the School Journal. J. J. Mills is Superintendent. Read their monthly reports.

THE Examiner and some of the wide-awake teachers of Sullivan county are sustaining a very readable educational column in the "Sullivan County Union." The result cannot be otherwise than good.

ONE-THIRD of the teachers of White county now read the School Journal. Two months ago we had but three or four subscribers in the county. We hope to hear from still others.

WHAT city or town will send the largest per cent. of its teachers to the State Association? Let there be emulation on this point.

MR. EDITOR:—As no one has answered the questions asked by "*Pedagogue*" in the October number of the JOURNAL, permit me to submit the following:

1. The letter *u* is formed by the following principles: Right curve, slanting straight line, right curve slanting straight line and right curve.

Letter *n*, by the left curve, slanting straight line, left curve, slanting straight line, and right curve.

2. A very good method of teaching the meaning of words is by *derivation*—that is take a primitive word, or root of a word, and by prefixes and suffixes, change its meaning. The meaning of the primitive word, or root, as well as that of the prefix or suffix, must be thoroughly learned by the scholars. But, then, what might be the method with one teacher might fail in the hands of another.

3. As to the number of vowel sounds in the English language, authors differ; but they generally admit that *a* has four, *e* two, *i* two, *o* four, and *u* two, making in all fourteen radical vowel sounds.

4. Make a paper quadrant with 90 degrees of length given on the equator. With this measure, the distance from the equator to the place, this will be the latitude. Then find, with the quadrant, where a meridian line from the pole to the place will cut the equator.

The number of degrees on the equator from the *first meridian* to this point will be the longitude.

T. C. LOHMEYER.

IN answer to repeated calls for blank reports to send home to parents, we have prepared a form adapted to country schools, and will send them to teachers at one dollar per hundred. Each report will last four months. At the close of each month the teacher is expected to fill out the reports and send to parents, who will examine, sign, and return to the teacher, that it may be ready for use the following month. When a report is full the child keeps it. In most cases, trustees can be induced to furnish these blanks.

We also have blanks for teachers to send to Examiners. These will serve as a great stimulus to pupils in securing punctuality and regularity in attendance. They will enable Examiners to compare teachers and schools. Most Examiners will be able to use these and have the Commissioners pay for them.

TEACHERS wishing the address of their Journal changed, must give the office *from* which it is to be changed as well as the one to which it is to be sent. This is absolutely necessary.

DEKALB county sends us a list of 22 names for the first. This makes a good beginning. The Examiner, James A. Barnes, reports a growing educational sentiment among his teachers. This is the general report. May the "tidal wave" cover the entire State.

REPORTS FOR OCTOBER.

								Number neither tardy nor absent.	Name of Principal or Superintendent.
Indianapolis.....	6855	20	5847	5679	95.4	947	2768	A. C. Shortridge.	
Terre Haute.....	2457	15	2208	2141	94.4	570	949	W. H. Wiley.....	
Logansport.....	1171	20	911	856	93.8	276	398	Sheridan Cox.	
Elkhart.....	724	20	680	617	93.5	72	279	J. E. Walts.	
Connersville.....	549	20	468	432	92.9	217	101	J. C. Housekeeper.	
Wabash.....	505	20	505	522	93.5	5	248	J. J. Mills.	
Peru.....	597	508	447	89	29	146	Geo G Manning.	
Franklin.....	680	20	572	543	95	65	298	H. H. Boyce.	
Lawrenceburg.....	575	20	534	509	95.3	32	218	E. H. Butler.	
Greensburg.....	599	20	538	519	97.5	14	348	Chas. W. Harvey.	
Princeton.....	508	20	460	426	92.8	70	178	D. Eckley Hunter.	
Noblesville.....	570	20	515	292	92.8	8	179	James Baldwin.	
Seymour.....	427	20	370	344	92.7	72	122	J. W. Caldwell.	
Rochester.....	324	20	277	240	87	170	48	Lafe Bryan.	
Attica.....	390	20	317	294	93	35	116	M. A. Burnett.	
Rockville.....	294	20	265	244	92.2	161	75	D. H. Pennewill.	
Vernon.....	174	20	144	127	87.9	18	59	R. W. Wood.	
Mitchell.....	280	20	224	204	91	118	20	J. P. Funk.	

This table is worthy of careful study.

WELL SAID.—The following resolution was adopted by the Indiana Baptist Convention at their recent Anniversary in Madison:

Resolved, That the common use of Tobacco is filthy, inconvenient, unprofitable, and unbecoming a Baptist, and we therefore recommend that brethren abstain from the use of the same and spend the money in support of the cause of Christ.

We fully endorse the resolution, and would substitute "teacher" for "Baptist" and make it still more emphatic.

From a printed monthly report of the Brownstown graded schools we learn that the total enrollment for the month ending October 25, in the high school was 29, and that the average daily absence was 10.95, an average absence of more than one-fourth. This is not creditable to the boys and girls. We shall expect to find the next report improved.

The other grades were not so bad. W. H. Stewart, the Principal, is working hard to bring the schools up to a high standard.

The New York Evening Post says of Arthur Bonnicastle, Dr. Holland's Serial, commenced in Scribner's Monthly for November: "Only one chapter of twelve pages is given, but this is enough to awaken interest. There is a good deal of quiet humor in the dialogue, and the characters are fresh and natural, while the style of the descriptive passages, it need scarcely be said, is fluent and fascinating.

The Trustees of Clinton county, in a late meeting, agreed to pay teachers according to the grade of their certificates. The range is from \$1.75 to \$2.50 per day.

IN ATTICA the Catholics have withdrawn their children from the public schools, thus diminishing the enrollment about one hundred.

What is it that religious bigotry will not do?

The children of the 1st and 2d Primary grades, in these schools, are kept in school but three hours per day. The Superintendent, M. A. Barnett, says the plan seems to be a success.

A PRIZE has been founded in Wabash College, by Judge Baldwin, of Logansport, the annual income of which, \$50, is to be given to that member of the Senior class who shall write and pronounce the best English oration.

THE teachers of Whitley county got up so much enthusiasm, in their late Institute, that they have determined to hold another, beginning Dec. 26, for the purpose of reviewing their work. A. J. Douglass is their Examiner.

INSTITUTES.

WHITE COUNTY.—The White County Teachers' Institute convened at Monticello, on Monday, October 28th, 1872, and continued in session five days. There were upwards of eighty teachers in attendance. A programme was adopted, embracing all the branches required to be taught in our Common Schools, together with Theory and Practice. We met for business, and while the time was fully occupied, the attention given throughout manifested the interest our teachers take in their work, and augured well for the future.

The exercises were all practical, and designed to reach the best method of presenting the subjects required to be taught in our schools to the minds of our scholars. The recitations were conducted by our home teachers, several of whom have ripe experience and excellent skill in their work. We enjoyed one day the lively and practical services of Prof. W. J. Button, of Indianapolis. We were highly favored also, one day and evening, with the presence of our worthy Superintendent of Public Instruction, Hon. M. B. Hopkins, whose timely suggestions and practical counsel will long be remembered by those present. On the whole, it was a pleasant and we trust will be a profitable Institute.

EXAMINER.

CARROLL COUNTY.—The Teachers' Institute of Carroll county was in session during the week commencing October 21st, under the supervision of L. E. McReynolds, Examiner.

The teachers in attendance manifested great interest; but the number was not so great as last year, about 75 being enrolled. W. J. Button, of Indianapolis, visited us, and gave good instruction on teaching language. We hope he will favor us with calls in future.

Dr. Fry, of Lafayette, delivered splendid lectures on Physiology. D. D. Blakeman, Principal of the Delphi Graded School, was an able worker in the Institute.

Everything passed off pleasantly, and it was the most orderly assembly of the kind ever held in Carroll county. We look forward to the enjoyment of many more such.

During the closing exercises the following resolutions were adopted by the Institute:

1st. *Resolved*, By the Teachers of Carroll county, in Institute assembled, that to obtain the great ends of educational advancement, and secure a higher grade of scholarship, and make the teachers' profession one of honor and profit, position and power, the salary should be commensurate with the requirements of our calling, and that in this county the price per day should be two dollars and twenty-five cents as the minimum.

2d. That our Representative and State Senator be requested to favor a change of the School law, so as to secure revenue enough to maintain our public schools, for not less than eight months in the year. We also favor the formation of the office of County Superintendent, with a salary of not less than fifteen hundred dollars for his services.

3d. That we, the members of this Institute, endorse the INDIANA SCHOOL JOURNAL.

LIZZIE McCAIN, Secretary.

MARSHALL COUNTY.—The Marshall County Institute was held October 21st to 25th, closing with an examination of teachers on the 26th.

The Institute was conducted by the Examiner, Thomas McDonald, assisted by Professor Chase.

The attendance was small during the first two days and the meetings were somewhat dull, but during the remainder of the session the attendance was larger than usual, and the Institute was acknowledged by all to be the best ever had in the county.

Professors Charles and Button gave instruction, which was *especially* interesting. The question of compulsory attendance was discussed at length, the sentiment of the majority seeming to favor it. Professor Langenbaugh, of Bremen, gave an account of the working of the law in Germany, which influenced many teachers, to look with less prejudice upon the adoption of a similar law in this country.

The Examiner uses the questions prepared by the State Board in his examinations, and is doing what he can to elevate the schools in his county. He has the hearty co-operation of the *live* teachers, but is obstructed by the indolence and fogysm of some who dislike the new order of things. The *Teachers' Association* was reorganized upon a new basis, looking to increased efficiency of the society.

A.

KOSCIUSKO COUNTY.—The Kosciusko County Teachers' Institute commenced at Warsaw, September the 23d, and continued five days. During

the session there were enrolled over 120 teachers, and they seemed to enjoy themselves in the highest degree. The only regret was, that it could not continue longer.

Profs. Bell and Hodge were present during the entire time, and Profs Butler, Smith, Charles and Button a part of the time. They were all of excellent service to the Institute. Taken as a whole, the Institute of Kosciusko county was a grand success, and it was owing to the ability of the teachers, and the thoroughness of our School Examiner.

Among the resolutions adopted at this session are the following:

Resolved, That the interest of the cause of education demands a county superintendency.

Resolved, That our legislature should increase the tax for school purposes, so that we shall have eight months, in the year, of school.

J. C. LILLY, Secretary.

DEKALB COUNTY.—The DeKalb County Teachers' Institute convened November 4, and held a five days' session. The attendance was large, notwithstanding bad weather, and the fact that many were obliged to remain at home until after the election on Tuesday. The Examiner was ably assisted by W. H. McIntosh, Cyrus Smith, W. J. Button, J. J. Van Auken, H. P. Calgrove, J. Burrier, P. V. Hoffman and W. H. Hoffman. Lectures in Physiology were also given by Dr. A. B. Darby and Dr. S. B. Johnston. A session was also held each evening, at which were discussed various questions of interest to the profession. Wednesday evening lecture by A. Cone, and Thursday evening lecture by McIntosh.

The teachers of this county are wide awake, as is evident by the attendance at the Institute, 188 names being enrolled, while the county has only 118 school districts. It is the largest Institute ever held in the county. Nor was the "Journal" forgotten. A club of 22 was formed, and a greater interest, of this kind, manifested than was ever known here before. Resolutions were passed favoring a county superintendency, and a full levy of the local tax for tuition. A County Teachers' Association was also formed, and the Examiner elected President, with whom was also left the power to decide upon time and place of meeting.

JAMES A. BARNES, Examiner.

SPENCER COUNTY.—The eighth annual Institute of Spencer county met at Grandview, October 28, and continued 5 days. The enrollment was 93, and the average attendance was 73. The Institute was conducted by the Examiner, J. D. Armstrong, who was assisted in the instruction by home teachers. In the printed report we notice the names of no "foreign gentlemen."

The plan of conducting the Institute seems to be a little peculiar. Instead of discussing three or four different subjects in the forenoon and as many more in the afternoon, but two or three subjects were discussed each day. One day was largely given to arithmetic, another to geography, another to grammar, etc. The Institute seems to have been a very satisfactory one. Wm. H. Thomas and Geo. Stern acted as Secretaries.

VERMILLION COUNTY.—The report of the Vermillion County Institute was mislaid and so is late.

The Institute was fairly attended, and was spoken of as a good one. The teachers *Resolved* in favor of county superintendency, paying teachers according to the grade of their certificates, and of adding to the *legal* branches, botany, natural history and natural philosophy.

This last will come to pass before many years.

PERSONAL.

EMMA BURKAM, who is nine years of age, has been attending the Lawrenceburg public schools for three years, making 29 months in actual attendance, walking nine squares, with the loss of but *one day*. She has removed, with her parents, to Montgomery, Alabama, but, before leaving, effected arrangements with her teacher, Miss Crist, to have the questions for each monthly examination forwarded to her. After answering them, she will send the papers to her teacher, who corrects and returns them properly per cented, which per cent. is placed upon her monthly report.

Emma certainly deserves much credit.

J. W. CALDWELL, Superintendent of the Seymour schools, is editing an educational column in the Seymour Democrat.

If some enterprising teacher could be found in each county to edit such a column, a great good might thus be accomplished.

THEO. COURCIER, Examiner of Perry county, is organizing and holding Township Teachers' Institutes in his county, with good success.

PROF. N. NEWBY, of the State Normal School, has been compelled to take a vacation of a few weeks, to recruit his health. It is expected that he will resume his duties at the beginning of the winter session.

W. T. STILWELL, the Examiner of Gibson county, has added still further to the list of subscribers from his county. The number now reaches **NINETY-SEVEN**.

We have a number of additional subscribers for this county, whose names were not sent by the Examiner.

WILSON S. SWENGEL has been appointed School Examiner for Jackson county, *vice* James K. Hamilton, resigned. Mr. Swengel is spoken of as a young man possessing fine qualifications.

BOOK-TABLE.

SWINTON'S PROGRESSIVE ENGLISH GRAMMAR. New York: Harper & Brothers. Western Agent, J. M. Olcott, Indianapolis.

We are not of that class of persons who accept everything new as an improvement, neither are we of those who cling to the old and look upon all "new-fangled notions" as cheats. We prefer rather to remember that we have not yet reached perfection in anything, and may still learn, and, at the same time, bear in mind that all "reform" is not progression. We like the motto, "Prove all things, and hold fast to that which is good."

The book before us is a new one, not only in the sense that it is fresh from the author and the publisher, but for the reason that it takes a "new departure" in the presentation of this much abused subject.

The object in studying grammar is to gain the power to use language correctly. Grammar, as heretofore presented and studied, has failed almost entirely to give this power. Every teacher knows that learning rules and definitions does not give power to *use* a language.

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All things considered, we know of no other work so well calculated to accomplish the end for which *grammar* is studied.

HOLLOWELL'S GEOMETRICAL ANALYSIS. Philadelphia: J. B. Lippincott & Co.

This book treats of the construction and solution of various geometrical problems from analysis, by geometry, algebra and differential calculus: also, the construction of algebraic equations, and a mode of constructing curves of the higher order by means of points.

The author discards the analytic or algebraic method of Descartes, Delambre and Laplace, and adopts the geometric or Greek method.

This is new in mathematics, in this country, and deserves the careful study of our mathematicians. The author claims great superiority for this method, and he is certainly right, so far as young minds are concerned.

SWINTON'S WORD-BOOK OF ENGLISH SPELLING, Oral and Written. New York and Chicago: Ivison, Blakeman, Taylor & B. 154 pp. Price 25 cts.

This book is intended to precede "Word Analysis," an excellent book by the same author, which we noticed some time since, but may be used as an independent speller. We consider it an improvement on the common spelling book in the following particulars:

1. It cuts off the hundreds of unusual and unused words, and supplies their place with common words that enter into common speech.
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3. It gives special attention to common expressions and to common errors.
4. It gives "reviews."

It has other good points and is a good little book.

HAGAR'S COMMON SCHOOL ARITHMETIC. Philadelphia: Cowperthwait & Company.

Prof. D. B. Hagar, the author of the above book, is the Principal of the State Normal School, Salem, Mass. He is a man of marked ability and, of course, has made a book uniting the good features that have, from time to time, appeared in other arithmetics. His definitions are concise and comprehensive, his method of presenting subjects is logical, his "test questions" are comprehensive, his "suggestions to teachers" are full of good sense; he combines mental and written arithmetic and, upon the whole, has given us a book that ranks with the best. It will repay a careful examination.

KRUSI'S DRAWING. A Manual for Teachers. New York: D. Appleton & Co.

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BROWN'S ENGLISH GRAMMAR, with Analysis. New York: William Wood & Co.

It is not necessary to say to those acquainted with Gould Brown's grammars that the author has stood at the head of grammarians, in this country, for years. His Grammar of English Grammars is a perfect encyclopedia of grammatical knowledge.

The volume before us is a new edition, with exercises in analysis and parsing, by Henry Kiddle, A. M., Superintendent of the New York City schools.

It is a good book for advanced pupils. The method of giving definitions and explanations afterwards, is not the best for immature minds.

The forms of parsing and methods of analysis are good.

FIRST LINES OF ENGLISH GRAMMAR, by the same author and the same House, starts out *well*, but the grade is too steep. The major part of the book is simply an abridgement of the larger book containing full conjugation of verbs, full list of irregular verbs, all the rules of syntax, etc.

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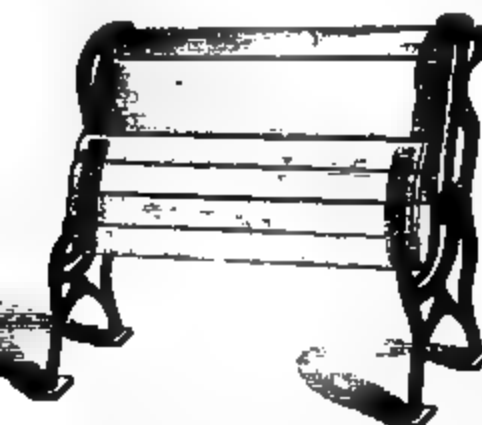


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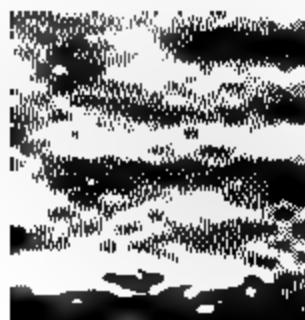
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The result of the examination and comparison, as adjudged by the Committee, was *unanimous* in favor of French's Series of Arithmetics.

ACTION OF THE SCHOOL BOARD.

At a subsequent meeting of the Board of Education, the following proceedings were had, viz:

Dr. Elliott, from the Committee on Text Books and Course of Instruction, offered the following report:

"The Committee on Text Books and Course of Instruction, having carefully considered the Text Books on Arithmetic now in use in the Schools, have decided to make a change, with a view to more efficient instruction in this important branch of study. At the instance of this committee, a committee of teachers, with the Superintendent, thoroughly examined different approved Text Books on this science, and concur in the recommendation of the French series of Arithmetics as for our purposes the best. Your Committee, after full comparative examination, approve of this recommendation, and recommend the adoption of this Text Book in the schools."

On motion of Mr. Brown, it was ordered that the change of Arithmetics, as recommended by the Committee on Text Books and Course of Instruction, be made, and the Superintendent be instructed to make arrangements for the furnishing to parents and guardians of the Text Books named, at the rates agreed upon last June.

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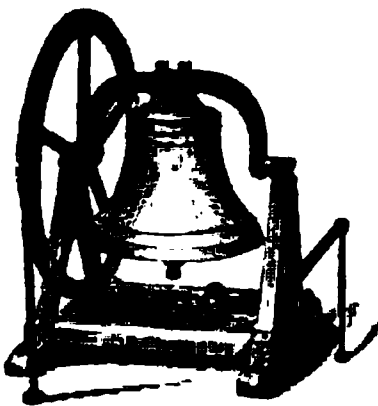
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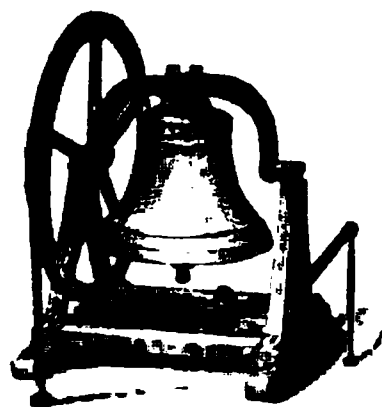
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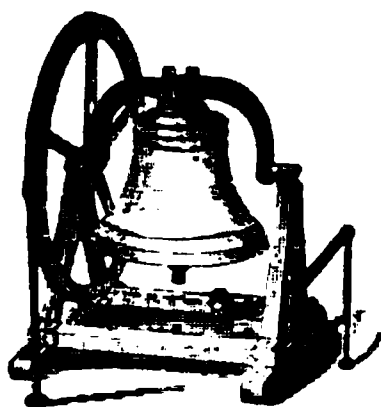
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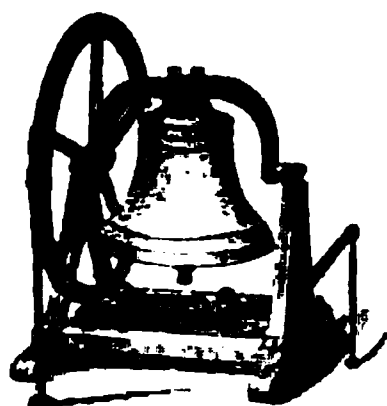
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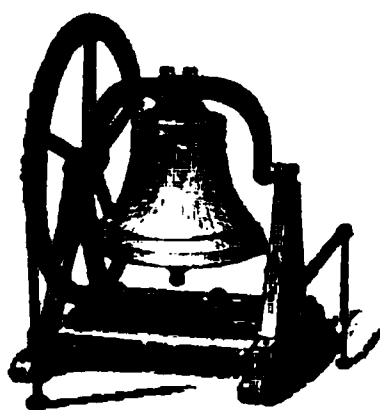
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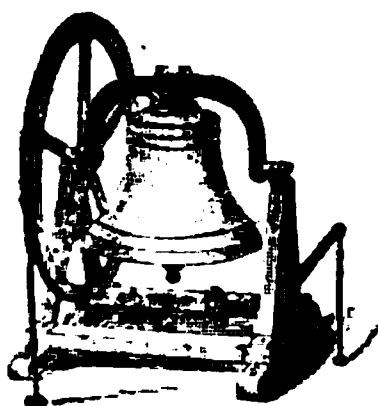
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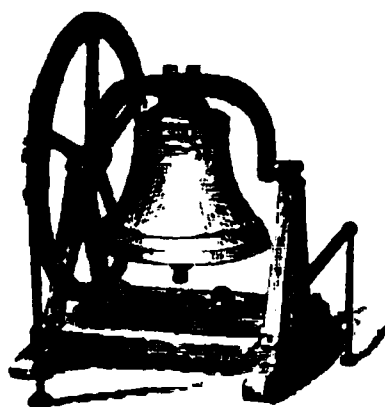
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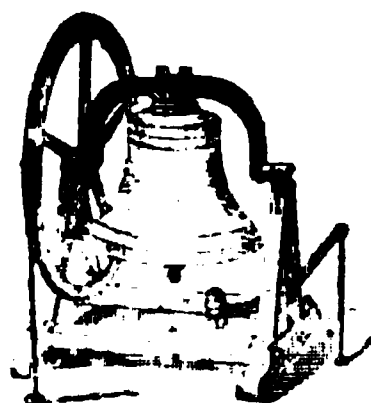
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